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ABSTRACT

Three surveys conducted during the summer of 1996 examined why North Carolina teachers leave the profession. Two of the surveys, conducted by the Division of Human Resource Management, went to the personnel office of each school system and to teachers who left the profession in 1995-96. The third survey was an independent telephone survey, conducted at the request of the State Board, of over 1,000 teachers. Responses of personnel offices to the first survey indicated that retirement, relocation, and teaching elsewhere were the primary reasons teachers had left. Respondents identified six teaching areas with major shortages and noted that better compensation would help retain teachers. Responses to the teacher survey indicated that 37 percent of 2,079 responding teachers left because of retirement, loss of contract, health, or relocation, 42 percent took jobs not in education, and 21 percent transferred to other school systems. Issues influencing teachers' decisions to leave included student behavior, lack of administrative support, salary, and student motivation. Three-quarters of respondents added comments about their frustrations and suggested strategies that might have induced them to remain. The telephone survey identified pregnancy/child care as the primary reason for leaving, though administrative support and salary were also important factors. Incentives to remain included higher pay and lower class size. Issues cited in all three studies were student behavior/motivation, teacher compensation, class size, and administrative support. Three appendixes contain research methodology, sample disposition, and the survey. (SM)

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ED 424 202

1996 Teacher Turnover in North Carolina

A Report of Three Studies
Conducted for the State Board of Education

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SB038168

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Teacher Turnover

Executive Summary - November 1996

Three surveys were conducted during the summer of 1996 to gather information about reasons teachers are leaving the profession. Two surveys were conducted by the Division of Human Resource Management in response to the provisions of G.S. 115C-12(22), which instructs the State Board to "monitor and compile an annual report on the decisions of teachers to leave the teaching profession." One questionnaire went to the personnel office of each school system to gather system data and asked personnel administrators to report on why teachers left their system. This survey follows as Report 1. A second questionnaire went directly to teachers who left teaching in 1995-96. Report 2, which also follows, provides data gathered from the 2079 teachers who responded to questionnaires mailed to 5,777 teachers who left their current school system between July 1, 1995, and June 30, 1996. The third survey (Report 3) summarizes the findings of an independent telephone survey conducted at the request of the State Board by the Center for Urban Affairs and Community Services at NCSU. Slightly more than 1000 teachers participated in the telephone interviews.

Report One: Personnel Office Responses

- Personnel officers identified retirement (21%), relocation (18%) and teaching elsewhere (15%) as the primary reasons teachers left their system last year.

- They identified six teaching areas as primary shortage areas: exceptional children, science, math/science combination, math, speech/language, and Spanish.

- Slightly more than 95 percent of the school systems responding think better compensation would help them retain the talented teachers they are losing. They also think reducing class size, more training, improving discipline, and increasing administrator support would help, although none of these actions was recommended by nearly the number that recommended better compensation.

Report Two: Written Teacher Responses

- The written survey indicates that 37 percent of the 2079 teachers responding left because of retirement, loss of contract, health, or relocation; 42 percent took jobs not in education, and 21 percent transferred to other school systems.

- When asked about issues which influenced the decision to leave teaching or their current system, 60 percent cited student behavior as having moderate or great impact, followed closely by lack of administrative support (55.9%), salary (52.6%) and student motivation (51.9%).

- More than 70 percent of the teachers who returned surveys included comments on the survey form itself or attached pages of narrative commentary. The comments shed light on the frustrations of teachers who left teaching in 1995-96 and suggest strategies that might have induced them to remain, although they were not asked directly what might have kept them in the profession. A sample of the comments is provided in Report 2.

Report Three: Telephone Teacher Responses

- The independent telephone survey complies data from 1011 teachers who completed telephone interviews lasting approximately 15 minutes. It is important to note that teachers who retired, whose contracts were not renewed, who are still teaching either somewhere else in North Carolina or in another state, and so on were eliminated from this survey. (Responses from these groups were included in Report 2.)

- While this survey identifies a different primary reason for leaving (pregnancy/child care), it does provide findings similar to the written survey regarding administrative support and salary as important issues in the decision to leave. The telephone survey did include questions about incentives to remain, with higher pay and lower class size identified most often as strong or moderate incentives. One third of the teachers surveyed say they will not return to teaching, but more than half say they intend to teach in the future.

Complete reports of all three surveys follow.

General Conclusions

While the three surveys identify different primary reasons reported by teachers leaving, they are consistent in identifying issues that are influencing teachers in arriving at the decision to leave. The issues cited in all three reports are

- Student Behavior and/ or Motivation
- Compensation
- Class Size
- Administrative Support

To reduce the attrition rate of talented, capable teachers we can ill afford to lose, we must clearly find ways to improve salaries and working conditions for teachers.

Next Steps

Several basic recommendations flow from the three surveys conducted this summer. The strategies for attracting and retaining teachers in low-performing schools which the Board will be receiving in another agenda item this month capture many recommendations which would serve all teachers well, not just those in low-performing units. Clearly, we should

- Continue efforts to **lower class size**, not only in the primary grades, but also in middle school and high school classes which have high numbers of low-achieving students. Perhaps a weighted class size model could be employed for middle schools and high schools which counts students with identified special needs as more than one in the total size of the class. Every teacher will tell you that a class of 26 "regular" students is not equal to a class of 26 that contains even 3 or 4 behaviorally handicapped or learning-disabled students. Many teachers report that they often have 25% or 30% such students in their classes. Consequently many students' unique needs are not being adequately addressed and teachers are frustrated by the time constraints which prevent them from being fully effective with these students.

- Find ways to provide **better compensation** for teachers through extended employment (11 or even 12 month contracts, perhaps phasing in 25% of teachers initially), bonus pay for teachers whose students demonstrate appropriate growth (already slated in the ABC program; $1000 may not be enough, however), bumps on the state salary schedule at critical points to retain successful experienced teachers, greater differential pay between salary schedules for teachers with bachelor's degrees and master's degrees, and continued bonus compensation for teachers who obtain National Board Certification.

- Continue emphasis on the importance of talented, enlightened **school-based leadership**. Teachers must be respected as professionals and feel that their contributions to the decision-making process in their schools are not just valued but are critically important. The surveys reveal that many teachers not only don't feel respected by the public; they don't feel that their own school-based leaders respect and support them. No doubt school administrators, also overworked and thinly stretched, think they are more supportive than they are perceived as being. We must find ways to support administrators in this process also. We would be well-served to conduct studies of school administrators similar to the ones we have just completed for teachers to determine how best to attract, retain and compensate administrators capable of leading schools to high achievement.

TEACHER TURNOVER

Report 1: Personnel Office Responses

Background

At the end of June, 1996, each school system was asked to complete a survey providing information about teachers who left their system during the year.

This report summarizes information on teacher turnover which was provided by the school systems.

Systems Responding

- Surveys were sent to 119 school systems.
- 111 systems returned the report.
- The systems reported that 7,067 teachers left their systems during the 1995-96 school year. Systems were asked to report resignations from July 1, 1995 through June 30, 1996. Many teachers submit resignations during July and August; therefore, some of the reported turnover was of teachers who were employed in the 1994-95 school year and some teachers employed in the 1995-96 school year who left after June 30, 1996 were not reported.
- The school systems reported that 3,004 (46%) of the teachers who left were tenured.

Reasons Teachers Left

Listed below are the reasons for teachers leaving as reported by their school systems. They are ranked from the reason for the greatest number of teachers leaving.

#	%	REASON FOR LEAVING
1,486	21.0%	Retired
1,284	18.2%	Moved/relocated
1,065	15.1%	To teach elsewhere
987	14.0%	Personal reasons or no reason given
511	7.2%	Other employment, not in education
372	5.3%	Family responsibilities/child care
365	5.2%	Non-renewed, RIF, dismissed
241	3.4%	Health
177	2.5%	To attend school
176	2.5%	Didn't obtain or maintain license
119	1.7%	Job dissatisfaction
116	1.6%	Other reasons (Interim/Temporary/For better pay)
88	1.2%	Employment in education, but not as teachers.
66	.9%	Died
14	.2%	To take a sabbatical from teaching
7,067	100.0%	

Continued on next page

Teacher turnover report, Continued

Teacher Shortage Areas

School systems were asked which licensed teachers were most difficult to replace. Teacher shortages were reported for over 25 license areas. The major teacher shortage areas reported were:

		% of Systems Reporting as Shortage Teaching Area
1.	Exceptional Children	60%
2.	Science (only)	41%
3.	Math and Science Combination	36%
4.	Math (only)	23%
5.	Speech /Language Pathologists or Therapists	33%
6.	Spanish	19%

(Note: Percents sum to more than 100 because most systems reported more than one shortage area.)

Changes to Retain Teachers

Systems were asked in an open-ended question what things would have the greatest impact on retaining high quality teachers. The responses listed most often were:

		% of Systems Recommending the Action
1.	Increase Compensation (Salaries, Supplements or Months Employment)	95%
2.	Reduce Class Size, Extra Duties, or Increase Teacher Assistance	28%
3.	More Training, Professional Development, Internships, & Release Time	16%
4.	Improve Discipline	15%
5.	Increase Administrator Support	11%
6.	Increase Respect for Teachers by Students and the Community	9%
7.	Licensure Flexibility	8%
8.	Housing (Have Quality Housing Available Locally)	7%
9.	Increase Benefits	6%
10.	Improve the Work Environment, Conditions, and Facilities	6%

(Note: Percents sum to more than 100 because most systems recommended more than one action.)

Continued on next page

Teacher turnover report, Continued

Preliminary Observations

The information provided by school systems suggests that:

- Retirement, relocation, and teaching elsewhere are the major reasons for turnover.
- Teacher shortage areas were identified with six areas designated as difficult to fill by 20% or more of the school systems.
- Human resource administrators in almost every reporting school system identified increasing salaries or supplements as an action that would have an impact on retaining talented teachers.

Attachments

The following tables are attached:

Figure 1. Table of Teacher Turnover Reported by School Systems.

Figure 2. Table of Teacher Shortages Reported by School Systems.

Figure 3. Table of Teacher Retention Recommendations by School Systems.

Figure 4. Report Form for Teacher Turnover.

Teacher Turnover Reported by School Systems

System Number	System Name	Number of Teacher Positions (Stat Profile Data)	Number Leaving	Percentage Leaving	Number Tenured & Leaving
010	Alamance County	695	132	19.0%	55
011	Burlington City	391	51	13.0%	25
020	Alexander County	275	29	10.6%	15
030	Alleghany County	112	6	5.4%	5
040	Anson County	290	36	12.4%	20
050	Ashe County	226	17	7.5%	13
060	Avery County	*Not Reported*			
070	Beaufort County	490	50	10.2%	33
080	Bertie County	254	32	12.6%	10
090	Bladen County	420	33	7.9%	15
100	Brunswick County	564	71	12.6%	67
110	Buncombe County	1,395	132	9.5%	98
111	Asheville City	335	52	15.5%	25
120	Burke County	843	80	9.5%	42
130	Cabarrus County	951	114	12.0%	53
132	Kannapolis City	246	40	16.3%	24
140	Caldwell	*Not Reported*			
150	Camden County	80	12	15.0%	6
160	Carteret County	*Not Reported*			
170	Caswell County	231	8	3.5%	4
180	Catawba County	839	101	12.0%	58
181	Hickory City	267	40	15.0%	21
182	Newton-Conover City	176	16	9.1%	12
190	Chatham County	392	44	11.2%	24
200	Cherokee County	223	3	1.4%	1
210	Edenton-Chowan	165	17	10.3%	11
220	Clay County	84	1	1.2%	1
230	Cleveland County	507	41	8.1%	14
231	Kings Mountain City	311	19	6.1%	6
232	Shelby City	219	33	15.1%	19
240	Columbus County	479	42	8.8%	21
241	Whiteville City	178	21	11.8%	9
250	Craven County	908	94	10.4%	45
260	Cumberland County	2,851	281	9.9%	74
270	Currituck County	208	29	13.9%	11
280	Dare County	278	15	5.4%	12
290	Davidson County	989	61	6.2%	49
291	Lexington City	197	38	19.3%	14
292	Thomasville City	160	25	15.6%	14
300	Davie County	315	37	11.8%	15
310	Duplin County	493	110	22.3%	26

Teacher Turnover Reported by School Systems

System Number	System Name	Number of Teacher Positions (Stat Profile Data)	Number Leaving	Percentage Leaving	Number Tenured & Leaving
320	Durham County	*Not Reported*			
330	Edgecombe County	492	65	13.2%	25
340	Forsyth County	*Not Reported*			
350	Franklin County	424	74	17.5%	24
360	Gaston County	1,725	102	5.9%	61
370	Gates County	121	6	5.0%	2
380	Graham County	96	2	2.1%	2
390	Granville County	437	54	12.4%	18
400	Greene County	185	15	8.1%	5
410	Guilford County	3,555	402	11.3%	223
420	Halifax County	*Not Reported*			
421	Roanoke Rapids City	199	15	7.5%	9
422	Weldon City	89	37	41.6%	7
430	Harnett County	806	78	9.7%	30
440	Haywood County	470	39	8.3%	18
450	Henderson County	681	42	6.2%	30
460	Hertford County	268	32	11.9%	2
470	Hoke County	334	67	20.1%	17
480	Hyde County	78	7	9.0%	1
490	Iredell-Statesville	852	89	10.5%	28
491	Mooresville City	190	32	16.8%	10
500	Jackson County	231	18	7.8%	6
510	Johnston County	1,074	152	14.2%	59
520	Jones County	112	15	13.4%	4
530	Lee County	488	48	9.8%	26
540	Lenoir County	670	85	12.7%	58
550	Lincoln County	551	52	9.4%	28
560	Macon County	244	14	5.7%	10
570	Madison County	167	6	3.6%	2
580	Martin County	349	28	8.0%	14
590	McDowell County	358	38	10.6%	8
600	Mecklenburg County	5,318	756	14.2%	313
610	Mitchell County	170	6	3.5%	6
620	Montgomery County	264	19	7.2%	12
630	Moore County	632	64	10.1%	31
640	Nash-Rocky Mount	1,080	138	12.8%	62
650	New Hanover County	1,274	152	11.9%	61
660	Northampton County	221	28	12.7%	8
670	Onslow County	1,135	176	15.5%	72
680	Orange County	359	43	12.0%	17
681	Chapel Hill-Carrboro	523	70	13.4%	21

Teacher Turnover Reported by School Systems

System Number	System Name	Number of Teacher Positions (Stat Profile Data)	Number Leaving	Percentage Leaving	Number Tenured & Leaving
690	Pamlico County	132	15	11.4%	6
700	Pasquotank County	370	41	11.1%	17
710	Pender County	342	30	8.8%	13
720	Perquimans County	121	11	9.1%	7
730	Person County	362	41	11.3%	12
740	Pitt County	1,227	84	6.9%	44
750	Polk County	157	26	16.6%	11
760	Randolph County	876	47	5.4%	32
761	Asheboro City	243	47	19.3%	21
770	Richmond County	499	58	11.6%	20
780	Robeson County	*Not Reported*			
790	Rockingham County	842	87	10.3%	51
800	Rowan-Salisbury	1,043	75	7.2%	36
810	Rutherford County	610	40	6.6%	26
820	Sampson County	431	46	10.7%	34
821	Clinton City	168	20	11.9%	8
830	Scotland County	500	64	12.8%	13
840	Stanley County	435	41	9.4%	18
841	Albemarle City	136	31	22.8%	13
850	Stokes County	*Not Reported*			
860	Surry County	477	48	10.1%	31
861	Elkin City	72	3	4.2%	2
862	Mount Airy City	135	9	6.7%	7
870	Swain County	106	5	4.7%	3
880	Transylvania County	232	21	9.1%	8
890	Tyrrell County	57	13	22.8%	0
900	Union County	1,029	89	8.7%	42
910	Vance County	430	75	17.4%	22
920	Wake County	4,935	555	11.3%	*Not Reported*
930	Warren County	192	20	10.4%	7
940	Washington City	188	30	16.0%	7
950	Watauga County	273	32	11.7%	21
960	Wayne County	1,090	137	12.6%	81
970	Wilkes County	615	63	10.2%	42
980	Wilson County	765	87	11.4%	41
990	Yadkin County	307	41	13.4%	5
995	Yancey County	152	6	4.0%	6
	TOTAL	63,808	7,067	11.1%	3,004

TEACHER SHORTAGE AREAS
REPORTED BY SCHOOL SYSTEMS IN JULY 1996
(111 School Systems Reporting)

Area	Number of Systems Reporting as Shortage
Academically Gifted	1
Administrators (quality)	2
Art	1
Coaches/Activity Sponsors	2
Birth-Kindergarten	1
Career Exploration	1
Computer Education	1
Dance	3
Drama/Theater	4
English/Language Arts	4
Exceptional Children-BEH, Severe/Profoundly Handicapped, Autistic	67
Elementary Education	3
Foreign Language	9
French	2
Latin	1
Spanish	21
English as a Second Language	5
Guidance Counselors	6
Math	25
Math & Science	8
Math and Science, Middle Grades	11
Math and Science, Secondary (H/S)	10
Media Coordinator	19
Middle Grades	15
Music	6
Psychologist	1
Science	20
Science, Middle Grades	6
Science, H/S (Chemistry, Physics, etc.)	20
Speech/Language Pathologist/Therapist	37
Vocation Areas	9
Agriculture	1
Business Education	5
Cabinetry	1
Health Education	3
Home Economics	12
Technology Education	8
Industrial Technology	2
Other	
Minorities	3
Special Programs	1

RECOMMENDATIONS BY SCHOOL SYSTEMS FOR RETAINING QUALITY TEACHERS (111 School Systems Reporting)

Strategy	Number of Systems Making Recommendation
Accountability Standards	2
Administrator Support	12
Applicant Banks & Sponsoring Local Candidates	2
Benefits	7
Compensation (Higher Salaries, Supplements, & Months of Employment)	106
Discipline	17
Difficulty Accommodating Inclusion of Exceptional Children	1
Local Economy Improved/Available Jobs for Spouse	2
Housing (High Quality, Available Locally)	8
Less Job Stress	4
Licensure (Local Flexibility/NTE Alternatives)	9
Parental Involvement/Reduce Parental Conflicts	5
Public Recognition/Support	5
Respect for Teachers by Community & Students	11
Security Increased/School Violence Reduced	2
Class Size/Extra Duties Reduced/Increased Assistance	31
Training, Professional Development, Internships, and Release Time	18
Work Environment, Facilities, Conditions	7

ANNUAL TEACHER ATTRITION SUMMARY
Personnel Office Report

School System_____ **Report Period:** 7/1/95 - 6/30/96

1. _____**Total number of teachers leaving 7/1/95 - 6/30/96.**

   _____**Number leaving in 1995-96 who were tenured in your system.**

2. **Give the number of teachers who left teaching, or left your school system in 1995-96 for each of the reasons below.** *(Where more than one reason applies, chose the one which best describes the reason the teacher is leaving.)*

   a. _____Non-renewed/Terminated/RIF/Dismissed **(50 & 51)***
   b. _____Didn't obtain or maintain license **(50)**
   c. _____To attend school **(60)**
   d. _____To take a sabbatical from teaching **(60 & 65)**
   e. _____To teach elsewhere **(61)**
   f. _____Employment in education but not teaching (No HRMS code)
   g. _____Moved/relocated **(61)**
   h. _____Other employment, not in education **(62)**
   i. _____Job dissatisfaction **(63)**
   j. _____Health *(Personal or family)* **(64)**
   k. _____Family responsibilities/child care **(65)**
   l. _____Resigned for personal reasons or no reason given **(65)**
   m. _____Retirement **(66)**
   n. _____Deceased **(67)**
   o. _____Other reasons or comments: _____

   * **Numbers in parentheses are HRMS EMPLOYEE STATUS CODES which can be used to get preliminary figures for the report from your HRMS database.**

3. **List the teaching areas which you are having the greatest difficulty hiring appropriately licensed teachers.** *(Use the back if you need more space.)*

   a. _____

   b. _____

   c. _____

4. **Please list the three (3) things you think would have had the greatest impact on retaining the high quality teachers you lost in 1995-96.**

   a. _____

   b. _____

   c. _____

NOTE: In compliance with G.S. 115C-12(22), this information on teacher turnover will be compiled in a report to the State Board of Education.

6/19/96

TEACHER TURNOVER

Report 2: Teacher Responses - Written Survey

Executive Summary

The results contained in this report are based on over 2,000 questionnaires returned to the Department by teachers who interrupted their teaching career, temporarily or permanently, during the 1995-96 school year.

The data used in this study came from approximately 40 percent of the teachers who left teaching in 1995-96. The coverage in terms of geography, grade level taught, and demographic characteristics is very satisfactory. Twenty-seven percent of the respondents were from the east, 56 percent from the piedmont, and 17 percent from the west; 34 percent of the respondents were teaching in high school grades and 66 percent at the elementary and middle school level. Gender distribution of the respondents is the same as the general teacher population: 82 percent of the respondents are female and 18 percent male. In short, even though the survey is not a random sample, it is a very large, representative subset of the teacher population.

According to primary reasons given for leaving the field, respondents fell into three broad categories: those who had little or no choice (37 percent), those who chose to interrupt or end their teaching career (42 percent), and those who transferred to other school systems (21 percent). Since those who transferred are still teaching, another way of looking at the attrition rate is to consider only the first two groups. When this is done, 47 percent had "no choice" but to leave. They were those who retired, those who lost their jobs, and those who left because of health or family relocation. The other 53 percent "chose" to leave. This group includes teachers who took another job either in or outside education and those who left because of pregnancy.

When asked whether they might teach in the future, 48 percent of those who took a job outside education and 41 percent of those who took a job in education said they do not intend to return to the classroom. On the other hand, only seven percent of those who left because of pregnancy said they would not return to teaching. When one considers that those who took a job outside education comprise about 22 percent of all those who leave and only 47 percent of those are not planning to return, then the total percentage potentially lost to other sectors of the job market is only 11 percent of those who leave in a given year.

The respondents were asked which of seventeen issues played a major role in their decision to leave. The list given to them covered many issues ranging from safety to salary; a complete list is given in the body of the report. The degree to which each issue influenced the respondent's decision to leave depended to a great extent on the primary reason the respondent left teaching. For instance, the issues deemed "important" to those who relocated were not important to those who took a job outside education. If more than 50 percent of the members of one of the 13 respondent groups indicated that they regarded an issue to have influenced their decision to a "moderate" or "great" extent, then that issue is classified as a *key issue* for that group. The number of different groups of leavers (i.e., retired, relocated, lost certificate, took a job not in education, etc.) that regarded an issue as one of the key issues influencing their decision is as follows:

KEY ISSUES

Issue	*Number of groups to whom the issue was key*
Lack of administrative/management support	9
Student behavior and attitude	8
Lack of status and respect	5
Salary	5
Student academics and motivation	4
Parental involvement	2

When all responses are analyzed without regard to the respondent group, the same issues were selected as key issues. The only exception is the issue of *Lack of status and respect*, which disappeared from the list of key issues. In fact only four issues were selected by more than 50 percent of all respondents as key issues. The top issue was *Student Behavior* with 60 percent. The next significant issue was *Lack of administrative/management support* with 55.9 percent. *Salary* (52.6 percent) and *Student motivation* (51.9 percent) were the remaining two issues.

Project Overview

The NC General Assembly instructed the NC State Board of Education, through GS 115C-12(22), to "monitor and compile an annual report on the decisions of the teachers to leave the teaching profession." This report is in partial fulfillment of the legal requirement.

In the first effort to gather data on reasons for teacher turnover, the Department asked the local school system personnel offices to collect the data from teachers leaving the profession in exit interviews. The response to this approach turned out to be unexpectedly low. The current project was designed to overcome the difficulties encountered in the earlier attempt.

School system personnel offices were asked to submit to the Department of Public Instruction the names and addresses of the teachers who left their system. Each of these ex-teachers was sent a questionnaire asking why they left and what factors played an important role in their decision to leave. Slightly more than 2,000 completed questionnaires were returned by the 5,777 teachers who left their posts. No attempt was made to follow up the non-respondents.

More than 70 percent of the teachers entered remarks on the questionnaire or added pages of remarks to the questionnaire. The number of respondents who took the trouble to amplify, explain and add to what they reported in the questionnaires is a very clear indication of their feeling that someone finally was listening to what they had to say. A selection of comments is attached to this report.

The data used in this study came from 36 percent of the teachers who left teaching in 1995-96. The coverage in terms of geography, level of school taught, and demographic characteristics is very satisfactory. Twenty-seven percent of the respondents were from the east, 56 percent from the piedmont, and 17 percent from the western part of the state; 34 percent of the respondents were teaching in high school grades, and 66 in elementary grades. Gender distribution of the respondents is the same as the general teacher population: 82 percent female and 18 percent male. In short, even though the survey is not a random sample, it is a very large, representative subset of the teacher population.

Respondent Demographics

Of the over 5,000 teachers who were reported as having left their posts, 2,079 returned their questionnaires. This section will describe and compare the characteristics of the respondents to the general population of teachers.

The race and gender distribution of the respondents are given in the table below. The gender distribution mimics the gender distribution of all teachers: 82 percent female and 18 percent male. The racial distribution of the respondents shows a slight deviation from the racial composition of the teachers who were employed: 9.7 percent of the respondents were black; however, proportion of black teachers in the teacher force is 15 percent. The difference may either be due to lower rate of responses to the survey by black teachers, or it may be that fewer black teachers are leaving teaching. At this point we do not have data to show which of the two possibilities is true.

RACE AND SEX DISTRIBUTION OF THE RESPONDENTS

RACE					
Others		Black		White	
SEX		SEX		SEX	
female	male	female	male	female	male
31	11	157	44	1516	320

Table 1

Table 2 below shows the distribution of the respondents by the school level in which they were last employed.

SCHOOL LEVEL TAUGHT	RACE						TOTAL
	Others		Black		White		
	SEX		SEX		SEX		
	female	male	female	male	female	male	
Elem.	15	3	65	11	711	34	839
Middle	9	3	35	11	374	89	521
High	7	5	53	18	400	195	678
TOTAL	31	11	153	40	1485	318	2038

Table 2

The proportion of the respondents in each school grade group agrees very closely with the proportion of all teachers in the grade groups who were employed in the 1995-96 school year: 33 percent of the respondents, and 34 percent of all teachers were teaching high school grades. Males constitute 35 percent of all high school teachers. In the data received, 31 percent of the high school teachers who left teaching were male. Again, it is hard to conclude whether the difference is due to lower attrition among male high school teachers or that this group was less likely to respond to the survey.

Teachers leave classrooms for many reasons. Some of these reasons involve very little choice in the decision to leave. For instance those who reach retirement age, those who are laid off due to reduction in force, or those with acute health problems have very little or no choice. On the other hand, those who take employment in other sectors or in an administrative position in the school system have made a voluntary choice. Table 3 shows the geographic distribution of the respondents with the corresponding degree of choice.

RESPONDENTS BY REGIONS

frequency Row Pct.	HAD NO CHOICE	CHOOSE TO STOP	TRANS-FERED	Total
Coastal	207 39.96	205 39.58	106 20.46	518
Piedmont	384 35.29	481 44.21	223 20.50	1088
West	125 39.18	121 37.93	73 22.88	319
Total	716	807	402	1925

Table 3

The distribution of the respondents by geographical regions is very close to the total distribution of the teachers by regions. The coastal region--all LEAs in the northeastern and southeastern education regions--contributed 27 percent of the respondents; 17 percent of the respondents were teaching in the west--the LEAs in the northwestern and the western education regions. The rest, 56 percent, were from the piedmont counties.

Main Reasons For Separation

The following four tables show the race and sex distribution of the respondents by their main reasons for departure. The total number of respondents in the four tables by departure reasons adds up to a number greater than the total respondents because in some cases one respondent checked several reasons for departure. For instance, someone who relocated and took a job in another state checked both the "relocation" and "another teaching job not in NC" as the reason for leaving.

RETIREMENTS

RETIREMENTS BY RACE AND SEX

RETIREMENTS	RACE					
	Others		Black		White	
	SEX		SEX		SEX	
	female	male	female	male	female	male
Full Benefits	2	2	62	9	275	74
Early ret.	5	2	16	10	179	32
TOTAL	7	4	78	19	454	106

Table 4

Slightly over a third of the respondents (38 percent) who retired took an early retirement. Black teachers are more likely to make the full retirement (74 percent) than white teachers (62 percent).

We caution the reader that there is evidence that the concept of early retirement was not clear to some of the respondents. For instance someone who had retired from the military and took teaching as a second career may have only 15 years of experience as a teacher when he reaches the age 65. Such a person, because he did not retire from teaching with full benefits, may have reported himself as an early retiree. Another example would be a teacher who had 16 years of experience and left teaching to raise her children; she also may have indicated that she retired early.

INVOLUNTARY SEPARATIONS

INVOLUNTARY SEPARATIONS

INVOLUNTARY SEPARATIONS	RACE					
	Others		Black		White	
	SEX		SEX		SEX	
	female	male	female	male	female	male
Lost License	1		4		5	2
Dismissal	1		1			5
Lost Contract		2	7	7	57	15
RIF	1		2	1	12	2
TOTAL	3	2	14	8	74	24

Table 5

The numbers in this group are too small to reach any conclusion with confidence, but the results are reported here for completeness.

PERSONAL REASONS

PERSONAL REASONS

PERSONAL REASONS	RACE					
	Others		Black		White	
	SEX		SEX		SEX	
	female	male	female	male	female	male
Pregnancy	1		2		196	
Health	4	2	15	3	130	24
Relocation	9	3	26	3	302	30
TOTAL	14	5	43	6	628	55

Table 6

Half of the respondents who left because of personal reasons gave relocation as their main reason for their departure. Pregnancy and failing health of self or family were given as the primary reasons by about the same percentage, 26 and 24 respectively, of the respondents.

Although the numbers are small, there is some indication that black and other teachers may be relocating more frequently than white teachers.

Forty-nine percent of the white teachers gave relocation as the reason for departure whereas 59 percent of black and 63 percent of other teachers gave relocation as the primary reason to leave teaching in NC.

CAREER CHANGES

CHANGING JOBS OR CAREERS

JOB CHANGE	RACE							
	Others		Black		White			
	SEX		SEX		SEX			
	female	male	female	male	female	male	TOTAL	%
Transfer in NC	4.00		11.00	5.00	221.00	43.00	284.00	29.22
Other state	6.00	3.00	8.00	2.00	104.00	18.00	141.00	14.51
Non-teaching	2.00		11.00	4.00	51.00	13.00	81.00	8.33
Not teaching	9.00	3.00	29.00	8.00	301.00	116.00	466.00	47.94

Table 7

Nearly a third of the respondents (29 percent) who changed jobs transferred to another LEA in North Carolina. About 56 percent of those who changed jobs left teaching. A small fraction of those (8 percent) took a non-teaching job in education.

Of the 141 who said they took a teaching position in another state, 86 indicated that they left because of family relocation. Thus only 5.6 percent of the teachers who left by choice and took another job went to another state.

The gender composition of those who took a job outside education is 72 percent female and 28 percent male. Clearly male teachers are leaving to take jobs in other sectors at a higher rate than female teachers. The rate differential is not particularly significant when one considers that 82 percent of the teachers are female. However once the decision to leave classroom is reached, male teachers are more likely to take a job outside education (60 percent) than female teachers (44 percent).

There is no real difference between black and white teachers with respect to the rates at which they take a job outside education. However, black teachers are more likely to move into a non-teaching position within education than white teachers: 19 percent of black teachers who decided to change jobs took a non-teaching job in education, whereas only 7 percent of white teachers who decided to change jobs took a non-teaching job in education.

Experience at the Time of Separation

There are some differences in the years of service before departure both in terms of gender and in terms of primary departure reason groups. Table 8 shows the details.

At the time of retirement with full benefits, female teachers have longer years of service than their male counterparts. The average years of service before retirements for all teachers is 31 years. White teachers in general have less service at the full retirement than other groups.

TEACHING EXPERIENCE BY RACE AND GENDER

PRIMARY REASON FOR DEPARTURE	RACE						All Groups
	Others		Black		White		
	female	male	female	male	female	male	
Full Benefits	33.5	30.0	32.8	31.6	30.8	29.9	31.0
Early Ret.	21.0	17.0	22.9	24.0	23.4	23.2	23.3
Lost License	1.0		1.0		1.0	0.5	0.9
Dismissal			9.0			13.3	12.3
Lost Contract		15.0	2.8	7.8	5.4	10.0	6.4
RIF			3.0		13.7	8.0	11.9
Pregnancy	4.0				6.2		6.2
Health	10.5	8.0	26.8	33.0	16.8	16.5	18.2
Relocation	5.0		5.0	5.0	9.2	9.7	8.9
Transfer in NC	9.0		11.5	9.0	8.6	7.2	8.5
Another State	6.3	4.7	8.5	11.5	7.2	7.3	7.2
Non-teaching	4.5		11.6	12.0	8.1	9.9	8.9
Not Teaching	11.3	10.0	6.9	12.3	7.8	8.1	7.9

Table 8

There is very little difference in the experience level of black and white female teachers who are retiring early. Other ethnic groups in the survey took early retirements with less experience.

When teachers separate for health reasons, black teachers have the longest service. However since the numbers are small for non-white teachers, the only reliable figure is for white teachers. White teachers responding developed health problems severe enough to leave

teaching at around 16 years of service. There seems to be no difference between the genders.

Transfers to other teaching jobs within and outside North Carolina comes around 7 or 8 years of service. Male teachers have a tendency to transfer slightly earlier in their careers than female teachers.

Movesto non-teaching jobs in the school systems come around 9 years of service. Female teachers, both white and black, make the move earlier than their male counterparts.

When teachers take another job outside teaching, white teachers seem to make the move earlier than others. Both white and black female teachers in the survey made the move earlier than males in the survey.

YEARS OF EXPERIENCE BY GRADE SPAN

For most primary departure reason categories, there is no difference in the average years of experience at the time of departure between elementary middle and high school teachers.

One exception to this is the middle grade teachers, who move into non-teaching positions in the LEA administration. They seem to make the move earlier than the others, at around six to seven years.

The second exception is the high school teachers who take positions outside education. They seem to leave slightly earlier than the elementary and middle school teachers, at around seven years of experience.

PRIMARY REASON FOR DEPARTURE	GRADE SPAN TAUGHT		
	Elem.	Middle	High
Full Benefits	30.7	31.4	31.1
Early Ret.	23.1	23.2	23.5
Lost License	1.0	0.5	1.0
Dismissal		9.0	13.3
Lost Contract	3.8	6.7	9.7
RIF	18.8	9.0	4.7
Pregnancy	6.3	6.0	5.9
Health	18.1	17.6	18.8
Relocation	9.0	9.1	8.6
Transfer in NC	8.8	7.4	9.1
Another State	7.7	6.1	7.5
Non-teaching	9.0	6.5	9.8
Not Teaching	8.5	8.1	7.4

Table 9

Future Plans

The future plans of the teachers grouped by their main reasons for separation show marked variations. In an earlier section we pointed out that some teachers checked several reasons for departure. For instance a teacher who moved to another state with her husband because of his transfer checked both the "family relocation" and the "teaching in another state" boxes in the questionnaire. In Table 10 below such a person is shown only in the "relocation" group.

FUTURE PLANS BY PRIMARY DEPARTURE REASONS

	PERCENT WHO			
PRIMARY REASON FOR DEPARTURE	PLAN TO TEACH	ARE UNDECIDED	DO NOT PLAN TO TEACH	NUMBER OF TEACHERS
Not teaching	10.90	42.06	47.85	466
Non-teaching	24.46	35.80	40.74	81
Pregnancy	48.3	45.45	6.25	176
Relocation	60.71	31.55	7.74	168
Number of teachers	253	358	280	891

Table 10

Only about 11 percent of those who left teaching to take a job in another sector said they are planning to teach in the future. On the other hand, 61 percent of those who relocated said they will continue to teach. Nearly half of teachers who departed due to pregnancy are planning to return to teaching. About a quarter of those who took a non-teaching position in education seem willing return to teaching.

The groups who departed for other reasons are not tabulated because their future plans seem to be irrelevant for any policy decision, perhaps with the exception of early retirements. They are left out of the table because the concept of *early retirements* was not uniformly understood by all respondents.

It is evident from the data that those who have taken a non-teaching position in or out of education are quite unlikely to return to classroom.

Key Issues Impacting Decisions to Leave

On the questionnaires, respondents were given seventeen job related issues and asked to report the extent to which each issue influenced their decision to leave. They had a four point scale to rate the influence of each issue on their decision: "Not applicable," "Little or slight," "Moderate Extent," and "Great Extent." The list of issues is reported in Table 11.

To determine which issues were significant for the departing teachers, two different strategies were used: first, we can ask, without any reference to the group membership of the respondents, what percent selected an issue as having influenced their decision to a moderate or great extent. Table 11 shows the percentage of all respondents who said the issue has played an important part in their decision to leave

Percent of all respondents who said the issue influenced their decision to a "moderate" or "great" extent

Issue	*Percent*
Student Behavior	60.0
Lack of Administrative/Management support	55.9
Salary	52.6
Student Academics/Motivation	51.9
Lack of parental involvement/support	44.0
Non-instructional duties	40.8
Lack of status and respect	39.9
Lack of teacher/school staff support	35.1
Inadequate instructional materials/equipment	32.9
Inadequate facilities	32.0
Lack of teaching autonomy	29.9
Unreimbursed expenses	25.4
Benefits	24.6
Safety	23.4
Inadequate school system orientation	14.4
Involuntary reassignments	8.2
Inadequate undergraduate education program	4.0

Table 11

Only four issues were selected by more than 50 percent of the respondents as a key issue. The top four issues are student behavior, lack of administrative or management support, salary, and student academics and motivation. The last two issues have almost the same rank in the minds of respondents.

The degree to which each issue influenced a respondent's decision to leave depended to a great extent on the primary reason the respondent left teaching. For instance, the issues deemed "important "to those who relocated were not important to those who took a job outside education. If more than 50 percent of the members of a respondent group indicated that they regarded an issue to have influenced their decision to a "moderate" or "great" extent, then that issue is classified as a *key issue* for that group.

This difference in the perspective leads to a second way of determining the important issues: The larger the number of different groups that thought the issue was a key one, the more important is the issue. The issues regarded as important with this criterion are shown in Table 12 along with the individual groups that regarded the issue as a key issue.

KEY ISSUES BY RESPONDENT GROUPS

GROUP	KEY ISSUE					
	STUDENT BEHAVIOR	LACK OF MGMT. SUPPORT	SALARY	STUDENT ACADEMICS/ MOTIVATION	PARENTAL INVOLVEMENT	LACK OF STATUS RESPECT
FULL RETIREMENT	YES			YES		
EARLY RETIREMENT	YES	YES		YES	YES	YES
LOSS OF LICENSE		YES				
DISMISSAL						
LOST CONTRACT	YES	YES				YES
RIF		YES				YES
PREGNANCY	YES		YES			
HEALTH	YES	YES				
RELOCATION		YES				
ANOTHER LEA	YES	YES				
ANOTHER STATE			YES			
NON-TEACHING	YES	YES	YES	YES		YES
NOT TEACHING	YES	YES	YES	YES	YES	YES
Total Groups	8	9	4	4	2	5

Table 12

The top two issues with this criterion are the same as it is in the first approach: *Student behavior* and *lack of management support*. However, *lack of status and respect* appears as the third key issue. *Salary* and *parent involvement tied* as the next two important issues that contributed to their decision to leave.

The other issues that do not show up in Table 12 were not deemed a key issue by any group of teachers.

Conclusion

Although the data set on which the analysis is based is not a random sample of all the teachers that left teaching in 1995-96 school year, the coverage is more than adequate. Because it is not a statistical sample, it is not possible to test the statistical significance of the differences observed.

The most important observation with respect to this survey is the attitude of the respondents. More than 70 percent of them took the trouble to amplify, explain and add to what they reported in the questionnaires. It is clear that they are responding to their perception that the State Board of Education wants to hear what concerns them directly from them.

Even though many may have predicted that the student behavior might be one of the major issues, the emergence of *lack of management support* was not easily predictable.

While salary was identified as a key issue by 52 percent of all respondents, the data from this group of respondents does not support salary as their *primary* concern. In fact only four groups leaving thought salary was a significant issue, and no group thought the benefits were inadequate.

What the Teachers Said

More than 70 percent of the 2079 teachers who returned surveys included comments on the survey form itself or attached pages of narrative to the survey. The comments below came directly from surveys returned by teachers who left teaching during the 1995-96 school year and are a small sample of those received.

Classroom Management / Behavior Issues

- Mental Health issues (depression, grief, self-esteem, rejection, divorce, etc.) are not being addressed nor are counselors encouraged and afforded the time to work on these issues with students. This is directly related to discipline problems!

- ...discipline problems in the classroom have gotten out of control.

- I loved teaching. But after 15 years in public and private schools in Florida and 3 years in North Carolina, I can confidently say that student behavior is the number one problem in U.S. schools today. Students cannot learn and teachers cannot teach with such a lack of self-discipline among students.

- I decided that threats, curses, and disrespect were not worth the $10,000 I owe NC for the Fellows. At one point, when a student pushed me physically out the door, I wondered why I even completed the 2nd year of my contract, but I am nothing if not true to my word. On the last day of my teaching career, a student gave me a memento of my career (or should I say I confiscated it?): a Styrofoam cup with the words: F--- YOU, MRS.---" carved with a pencil. (Excuse the vulgarity, but I needed to tell you to complete the point) That cup is on my bulletin board at home, where it will remain to forever remind me not to go back to teaching again. My sanity and my health is not worth it.

- My heart was broken that my dream of being a wonderful teacher crashed into dust. God in His infinite wisdom has seen to it that I have a new dream now. I have a wonderful position in the corporate offices for an automotive group, and I use my BS in math on a daily basis for my accounting. I have peace of mind and satisfaction with my self. I never had that when I taught. I was too distraught to be a good wife or Christian. My personality changed before my eyes, and I could not allow that to happen. Leaving education was (sadly) one of the best decisions I have ever made.

Class Size / Student Contacts

- I went into teaching because I loved to watch and help kids learn. This is impossible when there are thirty or more students, ten of which are incredibly academically needy, and ten are chronic behavior problems. I taught in a private school where my largest class was fifteen. I know from experience, learning goes up, and behavior problems go down, when class size decreases. Kids that that have their emotional needs met, can concentrate on learning.

- ...Class size is an issue whether it's regular education teachers who end up with 30 or 35 students (or more), or special education teachers who have 15 BEH students (one teacher and one assistant), 50 resource kids (no assistant), 19 LD kids in a self-contained setting (one or no assistant). The "powers that be" allow them to be placed saying they simply need a waiver and all will be well.

- Success can only happen w/ low student/teacher ratio. Counties should double staff size and eliminate central office.

- In a small classroom setting, it is possible to establish relationships with student, to convey the positive feeling kids need to move them in the direction of success. Moving the focus from learning, to test scores causes comments like this example from an administrator when approached about the impossibility of teaching kids fractions when they don't know how to multiply, "We don't have time to go back and undo those things, just give them calculators."

- Salary was a reason for leaving, but probably the least of my concerns. What drove me away was the realization that I could not carry out the "miracle" that was expected of me in my position. Children come to our schools needing us to be mother, doctor, counselor, policewoman, disciplinarian and lastly, teacher. I truly felt the strain of playing all those career roles simultaneously. With such high numbers of students in the classroom and no assistant, it is next to impossible. Maybe if you're in an environment where teachers work together and the administration is supportive, you can be more successful in carrying out the miracle.

Administrative Support

- I enjoyed my teaching experience at ---. The children were very special to me and I feel good about the job I did. I learned a lot and I was willing to learn more. I have always loved teaching and I don't think that is something that can leave you. The support I needed to develop was not there. My experience was frustrating and the end result was surprising to me. My heart and energy were put into doing the best job I could and to learn as much as possible to be better. After all of my experience in education and my desire to achieve, I was disappointed not to be granted the opportunity to try.

- I raised a learning disabled child by myself. I worked full time and went to school full time for four and a half years, with my heart set on being a teacher. I wanted to encourage growth and independence in these students. I wanted them to learn and prosper, and not end up drop outs and inmates. But I can't do it without support ...and it's just not there. Teachers that have taught 20 years are thinking of getting out. They share with me [concerns] about student behavior, lack of parent support and much-lacking administrative support.

- Since the school year had begun by the time I was able to get my NC teaching certificate, the only position offered to me was in a special education class, for which I had no training. I was given little support from the school administration or the exceptional children's program. I basically had to "sink or swim." It wasn't until May that arrangements were made by the instructor of my Elements of Instruction staff development class for me to observe some other exceptional children's classes at another school. There I got a lot of great ideas and offers of help from other teacher, but it was too late in the year to try to implement these new methods. It would have been such a great help to have been able to do this back in October.

- My principal was happy as long as I kept my class of eight 5 and 6 year old trainable mentally handicapped children quiet and unobtrusive. He did not like having special education classes in his building--they detracted from his "perfect school atmosphere." He preferred that I not bring my class to school programs, since they often caused minor distractions.

- My teacher's assistant spent more time out of the classroom than in it doing other odd jobs around the school, visiting, or taking a smoke break. As a new teacher, I didn't feel adequate

to the task of supervising another adult. I was not assigned a mentor, and I had only one of the three required observations under the NC beginning teacher's program. All this information was made up in order to fill out my end-of-the-year evaluation.

- The people from the exceptional children's program promised to help me with paperwork, etc., but I only heard from them when something was not done on time, correctly, etc. I got bawled out over the telephone at the end of the year for not notifying parents on the report cards of children's transfers to other schools for the following year when my principal never bothered to tell me that children were being transferred.

- ...Then I was surprised to learn that this elementary school (a different one than where I had taught my first year but still in -- - County) was in a pilot program doing portfolio assessment rather than report cards. I had not been informed of this when I interviewed for the position nor when I accepted the position. I had not had any experience with portfolio assessment--I had assumed I would be evaluating my students with the county report card that I had used the previous year.

- At the end of two weeks, I was so stressed out and emotionally distraught that I was sure I would suffer a nervous breakdown. All of my hours at home had been spent in planning and preparing for my time in the classroom, and that still wasn't enough for me to feel adequately prepared to do my job. Although it was difficult for me to give up what had been a long-held dream, at the end of those two weeks, I tendered my letter of resignation with a two-week notice. The task asked of me was just too great.

- For me, teaching required too much out-of-class time (preparation, grading, etc.). Not enough free time built into the day. (One 45 minute planning period, one 22 minute lunch) I had to prepare for four different classes daily. In addition we were strongly "encouraged" to lead interest classes (i.e. music composition, chess strategies, etc.) and/or be involved in students' extracurricular programs. When?

- With all of the humility that I can muster, I will tell you that I was a good teacher (not a great teacher). In nearly 29 years of teaching, I never entered my classroom unprepared. I accepted my extra responsibilities (lunch, bus and hall duties to mention a few) without complaining and completed those tasks responsibly and professionally. The endless stream of forms and

reports were done thoroughly, neatly and, with rare exception, on time. I volunteered for innumerable extra tasks and donated an incalculable amount of my time to help students with special needs after school those years. The only "well done" that I personally received from an administrator was from an assistant principal written on the back of a previously used 3x5 card. I cherished that card for years.

- The bottom line is that during my entire career I dedicated myself to being the best teacher that I could be and for the most part it seems that few knew or cared. If you want to quell the tide of teacher attrition, first of all you must dignify the position.

- Good teachers don't teach for money or acclaim. Genuine, heartfelt thank-you's from those entrusted with administering our schools might just work wonders in boosting morale and in bringing some semblance of dignity to the profession. Those thank-you's should be both personal and private, not en masse. If this simple gesture keeps just one good teacher from leaving the classroom it will have been worth the effort.

- The support I received in the --- County Public School System [where I worked before] compared to support here, was very influential in my decision to leave.

- I also felt that the administration had very little idea as to how much time it takes to prepare lessons and grade papers. I taught Language Arts and Social Studies; therefore, I had countless essays to read and critique. My principal filled many of my planning periods and afternoons with meetings. During several weeks I had after-school meetings twice a week that lasted until after five o'clock. As a result, I was putting in ten hour days at school and going home with several hours of work. The priority needs to be put on teachers preparing for class.

- Many people comment that if only teachers were paid more money fewer would leave the profession. That is not the case with me. The stress caused by the factors listed above could not be compensated for with higher salary. The teachers in North Carolina are very capable of doing an excellent job educating our children. The problem, in my opinion, is with the administration. Both at the school levels and the district office level, administrators are constantly asking more and more of teachers

until they leave. Our schools will be full of inexperienced teachers in ten years if this is not remedied. I know I want better than this for my own children.

- I offered to discuss my experiences, disappointments, etc. w/ the Exceptional Children's Director for the school system. She never got back to me. I was also with Teach for America.

- Beginning teachers are assigned the lowest of students & worst subjects. Beginning teachers have no input into their daily schedule.

- I had no support with discipline from the assistant principal.

- In my experience, the administration tolerated student abuses of new teachers and substitutes. ...Administration seems to feel that it will either break you or toughen you into a quality teacher--everyone has to go through it.

- I was hired in November, received no orientation, no support or supplies.

- I do not feel that I received the support and encouragement accorded most new teachers. I was lateral entry.

- No mentor, no classroom, a new teacher with 60+ new high school students (9th graders). Did not student teach as a lateral entry.

- I asked (begged) my principal to come observe my classes and provide me with help. He observed me once my entire 2nd year for only 35 minutes out of one period. Then he had the audacity to write on my year-end evaluation that I could not maintain discipline. How could he even know if he only saw 1/14th of one of my days? I knew I could not discipline correctly. That is why I went to him for help in the first place!!! I sent students to the office for (1) cursing me and each other, (2) lighting another student's jacket on fire, (3) blatant disrespect and disobedience, and (4) skipping class among other things, and the punishment the students received for these infractions? Why, after-school detention with me, of course.

Money

- ...Even more discouraging, I was paid less than any teacher with more experience, *regardless* of whether that teacher was a good teacher or an abysmal one. Sure, there are always "Teacher of the Year" awards (which I received twice for my school and was nominated for several times), but such awards are no substitute for a monthly paycheck which reflects your abilities and performance. When I resigned from my last position, 2 principals I had previously worked for called me up, wanting to hire me. My husband laughed about this, saying if I had been employed in any other profession, these "employers" would also be offering me a pay raise in order to woo me back. But, of course, that's not the way it works for teachers.

- Our educational system will continue to disintegrate if something is not done to attract quality people to the profession and to keep them there. Raising salaries is the key

- Money has little to do with staying or leaving, as most teachers do not enter this profession "for the money." Stress was the biggest motivating factor in my decision to leave. Each year, more and more non-instructional work was added to my job.... In special education, the paperwork was phenomenal. I would have hated to calculate the teaching time lost to writing reports, IEP's, and other types of paperwork required by the state. I was frustrated by the fact that much of what I was doing could have been done by a clerk, and I could have been spending my time thinking about and planning for my students' education.

- I am single and was sharing rent. Budgeted money very well and still had a hard time getting by on my salary. Something has got to change... The worst part is that I enjoyed being a teacher. I coached football, and girls softball and loved doing both. I worked with a great staff at --- Middle School. But when all was said and done, I had to look for something that was going to pay the bills and also allow me to save money, instead of just paying the bills... At --- alone there were 6 males who left this year. We all said the same thing. We can't afford to stay on board as educators. I wish things were different for I would still be down there today.

- I appreciate the concern about teachers that leave teaching. It is an indication of the problems plaguing the teaching avocation today. I began teaching in 1990 at age 40. I had two

undergraduate degrees plus about 2 years of teacher certification courses to become certified. I hoped to find some compensation successful life experience. My starting salary was a pay cut of approximately $8,500 a year. I was optimistic with the new "career ladder" plan and promises that were made for a new outlook for teachers and education. Due to the pay, I always worked at least one extra job (I know very few teachers who don't work at least one extra job). By last year, the career ladder was long gone, and I had learned that promises made by politicians was so much "mouth music."

- ...I took care of our middle school yearbook and spent between 140 to 160 hours a year additional time outside of school. I did not mind the extra duty as I knew in the beginning that this was part of teaching. I did, however, resent that "coaches" were paid for athletics even though they worked no harder or longer than I did. Many teachers spend many extra hours working with academic teams, science fairs, etc. and receive no compensation whatsoever. Does this ever say something about our focus as a school system?

- All in all, I enjoyed teaching. In most respects I had a better situation that most teachers. However, I couldn't provide for my family under the compensation package. I will discourage my children from becoming teachers. Hours are long, and if you wish to be good at it, you must work at it all the time. Salary and benefits are low for the expectations of the job. Very little prestige or respect is given to teachers. Teachers are blamed when they can't correct all the ills of family and society.

- My first concern with NC schools is salary. To be frank, the state pay scale for a professional, especially one with an advanced degree, is insulting. In moving from SC, one of the states that is supposedly on the bottom of the education barrel along with NC, I took a $2000 pay cut. If I had moved to a county where 10% was not the supplement, the pay cut would have been even more. What was even more discouraging was the fact that in SC, I would have reached the $30,000 salary range within the next two school years; on the NC 1995-1996 salary scale it would have taken six years. I must also mention two colleagues who moved from northern states who took at least $10,000 pay cuts. Sure the cost of living is less here, but not $10,000 less, especially in the triangle area. North Carolina must raise teacher salaries if we ever hope to compete with other professions for top quality employees.

- I made more money bartending in college.

Time

- I went into teaching with the desire to help young people better themselves with a quality education. I decided to leave the teaching field in order to help my own children in their early years. I worked at least three hours after school each day...

- ...I was not able to blend family and teaching because there was so much extra busywork to complete that my free time was spent filling out paperwork which had little, if any effect on children

Other

- [I was a] Teach for America recruit with teaching experience in other states but no educational degree. [I] knew of the tough situation I was getting into but one year is all I could handle.

- ...The major idiocies and indignities, however, have been coming from the legislature. New plans of theirs telling us how to "fix the schools"--no follow-through, no sense of support that we, their employees, might be capable on our own. I left teaching because 34 years was enough, and the above issue(s) had weakened my interest in continuing.

- I was given a lateral entry position. My background (education) is in developmental psychology--no teaching experience or education. I was hired for a self-contained BEH class. In my opinion, this is a position for experienced teachers only.

- In the past 8+ years teachers have been "set-up" for failure. Teachers are held accountable & yet have no control in the course of actions being taken.

- My last concern is that I found very little opportunity for professional development. While professional conferences were mentioned at department or faculty meetings, teachers were not encouraged to attend. Funding for attendance always seemed to be a problem which is why only four faculty members out of fifty were drawn from a hat to attend the middle school conference. My county also did not encourage attendance at workshops. All Language Arts teachers were required to attend a workshop during the school day, yet the county did not

provide funding for substitutes. My school's answer to this problem was for each teacher to get a parent volunteer to teach for the afternoon. Attendance at conferences and workshops was the key to knowing new teaching strategies and staying motivate.

- Some suggestions for lowering turnover rate: part-time personnel to cover lunches and recess, student and family incentives for academic achievement, appropriation of money for supplies-exclusively for use in the classroom, controlled by teachers (including replacing consumables), expulsion of kids that chronically disrupt class size, salary increase, and paid time to complete all of the peripheral things involved with teaching. The attitude in schools needs to be one of working toward a common goal.

- I've argued with myself, and cried and have spent many sleepless nights wondering which direction I should take. My "observations" from superiors have always been above average - they say I'm a good teacher, the kids seem to improve, become strong, and learn, Yet after 10 years of teaching, I feel ineffective, unsupported, and not respected. Each year seems to have chipped away at my spirit.

- Truly the biggest reason I had to leave was the lack of professionalism. I chose to be a teacher instead of a doctor because in my heart I felt it was a better opportunity to positively influence the lives of others. Every day I walked into my classroom with that attitude. I gave every ounce of myself in my planning and executing of creative, hands-on lessons, while personally engaging with my students. I spent every night and the majority of every weekend doing the necessary paperwork and preparations. I did this because I asked myself to be the best teacher I could be, first for the children, and secondly for the state of North Carolina. However, working with peers who do not have this respect for their own job, who saturate the environment with negative attitudes, and who do as little as possible and still consider it teaching, made me feel as if my efforts were futile. I still believe that teaching should be the most honorable profession there is, but the sad truth is that it is not. Yes, salaries need to be much higher, but incentives need to be given to those who go beyond the average. Discipline needs to be strict. Teacher's daily schedules need to be more "human." Assistants need to be available. Materials need to be easily accessible. And mostly, <u>teachers need to be held accountable for meeting a high standard in their work.</u>

- I know that I was a good teacher. But trying to be a good teacher in such an environment as I have already described made it so that I sacrificed my personal life, I felt a high level of stress, and I was financially strapped. I now work in a small business. Though I may not be impacting lives the way I could as a teacher, I feel like a professional because I am treated as one. My work is valued. I receive constant encouragement, all the training I need, and a salary to match. When I go home at the end of the day I am able to tend to my personal life

Report 3: Teacher Responses - Telephone Survey

NORTH CAROLINA
TEACHER ATTRITION SURVEY REPORT

October, 1996

Prepared for:
The North Carolina Department of Public Instruction

Prepared by:
The Center for Urban Affairs and Community Services
North Carolina State University

NORTH CAROLINA
TEACHER ATTRITION SURVEY REPORT

October, 1996

Submitted to:

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State Board of Education
N.C. Department of Public Instruction
Raleigh, North Carolina

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CENTER FOR URBAN AFFAIRS AND COMMUNITY SERVICES

The Center for Urban Affairs and Community Services (CUACS) was established in 1966 on the campus of North Carolina State University in Raleigh as a part of the Urban Studies Program of the University of North Carolina. The Center's goal is to serve as a focal point for bringing the research, educational, and extension resources of NCSU to bear upon community problems associated with urbanization in North Carolina.

The Center for Urban Affairs and Community Services can provide research assistance in the broad areas of social sciences, human services, policy analysis, evaluation, and research. CUACS makes use of the full range of knowledge and expertise of the University community as a whole and can carry out research projects or provide technical assistance in any aspect of project management design or operation. These areas of expertise include all phases of project work.

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PREFACE

The Center for Urban Affairs and Community Services (CUACS) at North Carolina State University in Raleigh produced this report in association with the N.C. Department of Public Instruction (DPI). This report describes the findings from a survey of teachers who left the profession during the 1995-96 school year. Major tasks of this research were to: a) help develop a telephone survey questionnaire; b) conduct a telephone survey of former teachers; and c) analyze and report the survey results. A total of 1,011 telephone interviews were completed between August 7 and September 14, 1996.

This report includes an executive summary and brief project overview, followed by survey results in Section II, and brief overall summary in Section III. The appendices include the research methodology, sample disposition, and a copy of the questionnaire used in the survey. The survey results provided in this report focus on respondent characteristics, reasons for leaving the teaching profession, job-related issues that influence the decision to leave teaching, and factors that might encourage teachers to stay in the teaching profession.

This report would not have been possible without those individuals who provided assistance and information for this study. CUACS gratefully acknowledges help received from former North Carolina teachers who participated in telephone interviews. We are also very grateful to Dr. Ione Perry, Director of Human Resource Management (DPI), and her staff within the School Personnel Support Section (Linda Suggs, Section Chief; Joe Parry-Hill, Personnel Analyst; Anne Brown; Personnel Analyst; and Mamie Blevins, Personnel Analyst) for valuable assistance, information, and support.

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EXECUTIVE SUMMARY

The Center for Urban Affairs and Community Services (CUACS) conducted a North Carolina Teacher Attrition Survey for the N.C. Department of Public Instruction (DPI). Telephone interviews were conducted with 1,011 randomly selected, former teachers who left North Carolina local, public school systems during 1995-96. The completed interviews comprise a statistically valid sample with a margin of error of ±3 percent.

Respondent Characteristics

- The majority of former teachers last taught in the coastal region of North Carolina (65 percent) with the remainder last teaching in the piedmont and mountain regions (26.5 percent and 8.2 percent, respectively). Nearly two-thirds of the former teachers last taught in urban areas and over 40 percent last worked in four school systems (Charlotte/Mecklenburg, Durham, Guilford, and Wake).

- Females made up approximately 80 percent of the former teachers in this survey and nearly 90 percent are white. The high percentage of white females is not surprising given the traditional demographics of the education workforce in North Carolina. More than half of the former teachers last taught at the middle/secondary grade levels. Approximately 90 percent of the former teachers were certified in the area in which they were teaching. Nearly 85 percent of those not certified in the area in which they were teaching received their teaching assignments as a result of lateral entry.

- A third of these former teachers have 3 years or less of teaching experience and approximately half had 6 years or less of teaching experience. Nearly 80 percent felt they were adequately prepared for teaching and over 60 percent had the support of a mentor or peer teacher.

- A little more than half of these former teachers are currently employed with nearly half of them earning more money than when they were teaching. Nearly a third of the employed, former teachers have returned to the teaching profession, or are librarians and counselors. A third work in administrative support and sales occupations.

Reasons for Leaving

- The primary reason these former teachers left the profession was pregnancy or child care, followed by lack of administrative or management support, a career change outside of education, and salary issues. The number of teachers who chose pregnancy or child care as the primary reason for leaving the teaching profession was statistically significant. Teachers from all regions of the state and both in rural and urban areas picked the same top three reasons.

- The primary reason that females left the profession was pregnancy or child care. Males identified lack of administrative or management support and salary issues as their primary reasons. It is not unusual in some occupations for females to leave the workforce temporarily or permanently during their childbearing years. Teachers changing jobs to increase their earnings is also not unusual, particularly with the well publicized issue of low wages earned by teachers in North Carolina.

- Former teachers in this survey with 12 years or less of teaching experience reported the primary reason that they left the profession was pregnancy or child care. Former teachers with 13 to 24 years of teaching experience reported that they left the profession because of lack of administrative or management support. The primary reason that former teachers with 25 or more years of teaching experience left the profession was early retirement.

Job-related Issues

- In the area of job-related issues, former teachers who left the profession were most often influenced by poor student behavior, salary issues, and lack of administrative or management support. A statistically significant difference exists between male and female teachers involving poor student behavior, salary issues, and several other job-related issues. Former teachers who were last teaching at the elementary grade level were most often influenced by salary issues while former teachers at the middle/secondary grade level were most often influenced by poor student behavior.

Factors to Stay

- Among the factors identified as being a strong or moderate incentive for teachers to remain in the teaching profession, higher pay and smaller class size were identified most often. Over half of all former teachers intend to teach in the future. A fourth plan to return to teaching in 2 to 5 years and another fourth plan to return this year. A third do not plan to return at all.

Issues for Further Investigation

Several job-related issues that impact teacher attrition deserve further study. In order to develop workable plans for diminishing their impact, an examination of salary issues that considers differences between richer and poorer school systems might be helpful. In addition, the reported lack of administrative or management support deserves more study. Lastly, in order to better understand the negative influence of student behavior, lack of status and respect, and lack of parent involvement or support, a careful examination of differences between urban and rural areas of the state, and model versus traditional schools or school systems could be useful.

I. PROJECT OVERVIEW

The Center for Urban Affairs and Community Services (CUACS) conducted a North Carolina Teacher Attrition Survey for the N.C. Department of Public Instruction (DPI). This report describes the findings from a survey of teachers who left the profession during the 1995-96 school year. Major task areas of this project were to: 1) help develop telephone survey questions; 2) conduct telephone survey of teachers who left the teaching profession; and 3) analyze and report survey results.

The universe of former teachers for this study and corresponding contact information was provided by DPI, the project sponsor. The survey sample was pulled by CUACS based on a sampling plan to complete 1,000 telephone interviews. A total of 1,011 telephone interviews were completed between August 7 and September 14, 1996. The completed survey forms were coded, entered into a computer file, and edited according to standard data collection and management procedures. Basic data analyses were performed on the edited data in order to produce this descriptive report. See Appendix A for a description of the research methodology.

The following sections of this report provide results, a summary, and appendices. The results highlight major findings from this survey and are followed by a brief summary. A description of the research methodology, sample disposition, and copy of the survey questionnaire are included in the appendices of this report.

II. RESULTS

A. Respondent Characteristics

A total of 1,011 former teachers participated in the Teacher Attrition Survey. Nearly two-thirds (62.5 percent) of the former teachers last taught in the coastal region of North Carolina, followed by 26.5 percent in the piedmont region, and 8.3 percent in the mountain region (see Table 1 and Map 1). The proportion of total state population in the mountain region is 14.3 percent. The piedmont and coastal regions account for 54.7 percent and 31.0 percent, respectively.

Nearly two-thirds of the former teachers last taught in urban areas of North Carolina (65.6 percent). These urban areas include the following counties: Alamance, Buncombe, Burke, Cabarrus, Catawba, Cumberland, Durham, Edgecombe, Forsyth, Gaston, Guilford, Mecklenburg, Nash, New Hanover, Orange, Pitt, Wake, and Wayne. Four school systems accounted for 42.6 percent of the former teachers who participated in this survey. They are Charlotte/Mecklenburg (17.8 percent), Wake (12.0 percent), Guilford (8.6 percent), and Durham (4.2 percent). Eight (8) school systems did not participate in this study by providing names of former teachers.

As shown in Table 2, nearly 80 percent of the former teachers in this survey are female (79.0 percent) and nearly 90 percent are white (88.4 percent). Approximately 76 percent of the total state population is white. Approximately 9 percent of the survey respondents are African American (9.2 percent) and other minorities totalled 2.4 percent. Among the former teachers in this survey who are female, 89.5 percent are white and 10.5 percent were nonwhite. Of the former teachers in this survey who are male, 84.4 percent are white and 15.6 percent are nonwhite.

Table 1. Survey Respondents by Region, Area, and Selected School Systems, 1996.

Respondent Category	Number of Respondents	Percent of Total
Coastal Region	659	65.2
Piedmont Region	268	26.5
Mountain Region	84	8.3
Rural Area	348	34.4
Urban Area	663	65.6
Charlotte/Mecklenburg School System	180	17.8
Wake County School System	121	12.0
Guilford County School System	87	8.6
Durham County School System	42	4.2
Total Survey Respondents	1,011	100.0

Table 2. Gender and Race of Survey Respondents, 1996.

Respondent Category	Nonwhite		White		Total Survey Respondents	
	Number of Respondents	Percent of Total	Number of Respondents	Percent of Total	Number of Respondents	Percent of Total
Female	84	8.3	715	70.7	799	79.0
Male	33	3.3	179	17.7	212	21.0
Total Survey Respondents	117	11.6	894	88.4	1,011	100.0

Map 1. North Carolina Regions

BEST COPY AVAILABLE

The majority of former teachers in this survey were most recently teaching at the middle/secondary grade levels (53.4 percent), followed by elementary grade levels (41.3 percent). See Table 3. The former teachers are largely female at the elementary and middle/secondary grade levels (93.5 percent and 67.2 percent, respectively). Approximately 5 percent of these former teachers were teaching at both the elementary and middle/secondary grade levels, or in other teaching-related roles that crossed grade levels or could not be classified in the two major grade level categories (5.3 percent). A significantly higher percentage of nonwhite teachers were most recently teaching at the middle/secondary grade levels than white teachers (63.3 percent and 52.1 percent, respectively). See Table 4.

Table 3. Grade Level Last Taught by Gender, 1996.

Grade Level Last Taught	Female		Male		Total Survey Respondents	
	Number of Respondents	Percent of Total	Number of Respondents	Percent of Total	Number of Respondents	Percent of Total
Elementary	390	48.8	27	12.7	417	41.3
Middle/ Secondary	363	45.4	177	83.5	540	53.4
Elementary/ Secondary Combination	46	5.8	8	3.8	54	5.3
Total Survey Respondents	799	100.0	212	100.0	1,011	100.0

Table 4. Grade Level Last Taught by Race, 1996.

Grade Level Last Taught	Nonwhite		White		Total Survey Respondents	
	Number of Respondents	Percent of Total	Number of Respondents	Percent of Total	Number of Respondents	Percent of Total
Elementary	36	30.8	381	42.6	417	41.3
Middle/ Secondary	74	63.3	466	52.1	540	53.4
Elementary/ Secondary Combination	7	6.0	47	5.3	54	5.3
Total Survey Respondents	117	100.0	894	100.0	1,011	100.0

Nearly 90 percent of the former teachers are certified in the area in which they were teaching (88.8 percent). Of those former teachers certified in the area in which they were teaching, 51.7 percent were last teaching at the middle/secondary grade level and 43.3 percent were teaching at the elementary grade level. See Table 5. There is a statistically significant difference between former male and female teachers who are not certified in the area in which they were teaching (35.5 percent and 64.4 percent, respectively). Of those former teachers not certified in the area in which they were teaching, 67.3 percent were last teaching at the middle/secondary grade level as opposed to 24.8 percent at the elementary grade. This is a statistically significant difference. Of those former teachers not certified in the area in which they were teaching, nearly 85 percent had their teaching assignments due to lateral entry (84.1 percent).

Table 5. Survey Respondents by Grade Level Taught and Certification Status, 1996.

Grade Level Last Taught	Certified for That Grade Level or Assignment		Not Certified for that Grade Level or Assignment		Total Survey Respondents	
	Number of Respondents	Percent of Total	Number of Respondents	Percent of Total	Number of Respondents	Percent of Total
Elementary	389	43.3	28	24.8	417	41.3
Middle/ Secondary	464	51.7	76	67.3	540	53.4
Elementary/ Secondary Combination	45	5.0	9	7.9	54	5.3
Total Survey Respondents	898	100.0	113	100.0	1,011	100.0

Among the former teachers in this survey, nearly a third have 3 years or less of teaching experience (30.6 percent). Approximately 20 percent have between 4 and 6 years of teaching experience (19.5 percent), 22.5 percent have between 7 and 12 years of teaching experience, 18.7 percent have between 13 and 24 years of teaching experience, and 8.8 percent have over 25 years of teaching experience. Approximately half of the former teachers had 6 years or less of teaching experience when they left the profession (50.1 percent). See Table 6.

Table 6. Survey Respondents by Years of Teaching Experience, 1996.

Years of Teaching Experience	Number of Respondents	Percent of Total
3 Years or Less	309	30.6
4 to 6 Years	197	19.5
7 to 12 Years	227	22.5
13 to 24 Years	189	18.7
25 Years or More	89	8.8
Total Survey Respondents	1,011	100.0

Table 7 provides a breakdown of survey respondents for years of teaching experience by gender. Male teachers with 12 years or less of teaching experience left the profession more often than female teachers (66.5 percent and 72.8 percent, respectively). This difference is statistically significant. This is especially evident for teachers with 3 years or less of teaching experience who left the profession where more males left than females (37.8 percent and 28.7 percent, respectively).

Table 7. Years of Teaching Experience by Gender, 1996.

Years of Teaching Experience	Gender			
	Female		Male	
	Number of Respondents	Percent of Total	Number of Respondents	Percent of Total
3 Years or Less	183	28.7	79	37.8
4 to 6 Years	120	18.8	25	12.0
7 to 12 Years	121	19.0	48	23.0
13 to 24 Years	148	23.2	35	16.8
25 Years or More	66	10.3	22	10.5
Total Survey Respondents	638	100.0	209	100.0

Almost 50 percent of the former teachers in this survey received their undergraduate teacher training from constituent institutions of the University of North Carolina (48.3 percent). Another 15.0 percent received their undergraduate teacher training from non-public institutions in North Carolina. Over a third (36.7 percent) received their undergraduate teacher training from institutions in other states or countries (see Table 8). Only 6.0 percent of the former teachers were teaching fellows. Nearly 80 percent of these former teachers felt they were adequately prepared for teaching (79.6 percent) and nearly two-thirds reported that they had the support of a mentor or peer teacher (62.4 percent).

Table 8. Survey Respondents by Location of Undergraduate Teacher Training, 1996.

Location of Undergraduate Teacher Training	Number of Respondents	Percent of Total
Public Institutions (UNC System)	488	48.3
Non-public Institutions	152	15.0
Out-of-state Institutions	371	36.7
Total Survey Respondents	1,011	100.0

Over half of these former public school teachers are currently employed (53.8 percent). Among those employed (n=544), nearly half are earning more money than when they were teaching (48.9 percent), and 16 percent are earning the same. Over a third are earning less than when they were teaching (34.9 percent). Of those former teachers currently employed, 32.7 percent have returned to the teaching profession or work as librarians and counselors. Other large groups of former teachers are employed in administrative support occupations, including clerical jobs (15.4 percent), marketing and sales occupations (13.2 percent), and service occupations, including private household, protective service, and other types of service jobs (10.3 percent). Table 9 provides information on jobs where other former teachers are employed. These occupation categories are based on Standard Occupational Classification (SOC) codes of the U.S. Department of Labor.

Table 9. Current Occupation of Former Teachers, 1996.

Occupation Category	Number of Respondents	Percent of Total
Teachers, Librarians, and Counselors	178	32.7
Administrative Support, including Clerical	84	15.4
Marketing and Sales	72	13.2
Service (Private Household, Protective Service, Food and Beverage Preparation, Health and Nursing Aids, Cleaning and Building Service, and Personal Service)	56	10.3
Executive, Administrative and Managerial	33	6.1
Registered Nurses, Pharmacists, Dietitians, Therapists, and Physician's Assistants	29	5.3
Writers, Artists, Entertainers, and Athletes	22	4.0
Natural Scientists and Mathematicians	15	2.8
Social Scientists, Social Workers, Religious Workers, and Lawyers	7	1.3
Construction and Extractive Occupations	7	1.3
Health Technologists and Technicians	5	0.9
Engineers, Surveyors and Architects	4	0.7
Agricultural, Forestry and Fishing Occupations	4	0.7
Production Working Occupations	4	0.7
Other	24	4.4
Total Survey Respondents Employed	544	100.0

Of those former teachers currently employed (n=544), 62.5 percent are employed in the services industry. Other large groups of former teachers are employed in the wholesale trade industry (11.9 percent), finance, insurance, and real estate industries (8.3 percent), manufacturing industries (6.3 percent), and in the public administration industry, including executive, legislative, and general government, and human resource and housing programs (6.1 percent). Table 10 provides information on industries where former teachers are employed. These industry categories are based on Standard Industrial Classification (SIC) codes of the U.S. Department of Labor.

Table 10. Industries Where Former Teachers Are Employed, 1996.

Industry Category	Number of Respondents	Percent of Total
Services (Hotels, Personal and Business Services, Automotive Repair, Misc. Repair, Health, Legal, Educational, and Social Services, and Private Households)	340	62.5
Wholesale Trade (Durable and Nondurable Goods, General Merchandise, Food, Apparel, Furniture, and Equipment Stores, and Eating and Drinking Places)	65	11.9
Finance, Insurance, and Real Estate	45	8.3
Manufacturing (Food and Kindred Products, Textile Mill Products, Furniture and Fixtures, Paper and Allied Products, Printing and Publishing)	34	6.3
Public Administration (Executive, Legislative, and General Government, and Human Resource and Housing Programs)	33	6.1
Mining and Construction	16	2.9
Transportation, Communications, Electric, Gas, and Sanitary Services	6	1.1
Agriculture, Forestry and Fishing	5	0.9
Total Survey Respondents Employed	544	100.0

B. Reasons for Leaving the Teaching Profession

The primary reason that teachers in this survey left the profession is pregnancy or child care (16.2 percent). This finding generally correlates with the fact that nearly 80 percent of the survey respondents are female, and fairly young in terms of years of teaching experience. The next most frequent reasons reported are lack of administrative or management support (12.3 percent), a career change outside of education (10.8 percent), salary issues (8.2 percent), a teaching job elsewhere--community college, 4-year college or university, trade school, private secondary school, home-based school, etc. (7.0 percent), personal or family responsibilities (6.9 percent), and early retirement (6.1 percent). The number of former teachers who chose pregnancy or child care over lack of administrative or management support as the primary reason for leaving the profession is statistically significant. The top three primary reasons among all teachers in this survey for leaving the profession and the order of their selection is the same for each of the groups of former teachers living in the coastal, piedmont, and mountain regions, and rural and urban areas. Other frequently identified reasons for leaving the teaching profession for all former teachers are found in Table 11.

Table 12 focuses on the primary job-related reasons among all reasons that teachers in this survey left the profession. The total number of respondents who reported a job-related factor as the primary reason for their leaving the teaching profession is 440. Of the teachers who reported a job-related reason, the primary reason that teachers left the profession is lack of administrative or management support (28.2 percent), followed by salary issues (18.9 percent), a teaching job elsewhere--community college, 4-year college or university, trade school, private secondary school, home-based school, etc. (16.1 percent), and student behavior or academics (12.3 percent). Other frequently identified job-related reasons for leaving the teaching profession are found in Table 12.

Table 11. Primary Reasons for Leaving the Teaching Profession, 1996.

Primary Reasons	Number of Respondents	Percent of Total
Pregnancy or Child Care	164	16.2
Lack of Admin./Management Support	124	12.3
Career Change Outside of Education	109	10.8
Salary Issues	83	8.2
Teaching Elsewhere	71	7.0
Personal or Family Responsibilities	70	6.9
Early Retirement	62	6.1
Student Behavior or Academics	54	5.3
Career Change Within Education	45	4.5
To Go Back to School	45	4.5
Health or Medical Problems	40	4.0
Disapproved of School/Subject Reassignment	27	2.7
Stressed Out/Burned Out	22	2.2
Did Not Obtain or Maintain a Teaching License	19	1.9
Inadequately Prepared for Teaching/Unhappy With Teaching	16	1.6
Lack of Status and Respect	12	1.2
Non-instructional Duties	10	1.0
Inadequate Facilities, Materials or Equipment	9	0.9
Location of School	9	0.9
Other	20	2.0
Total	1,011	100.0

Table 12. Primary Job-related Reasons for Leaving the Teaching Profession, 1996.

Primary Reasons	Number of Respondents	Percent of Total*
Lack of Admin./Management Support	124	28.2
Salary Issues	83	18.9
Teaching Elsewhere	71	16.1
Student Behavior or Academics	54	12.3
Disapproved of School/Subject Reassignment	27	6.1
Stressed Out/Burned Out	22	5.0
Did Not Obtain or Maintain a Teaching License	19	4.3
Lack of Status and Respect	12	2.7
Non-instructional Duties	10	2.3
Inadequate Facilities, Materials or Equipment	9	2.0
Location of School	9	2.0
Total	440	100.0

* Numbers may not add up to 100 percent due to rounding error.

An examination of the primary reason that teachers left the profession by gender is provided in Table 13. Among former teachers in this survey, the primary reason that females left the profession is pregnancy or child care (20.2 percent), followed by lack of administrative or management support (10.9 percent), and a career change outside of education (9.6 percent). The primary reasons that males left the profession are salary issues (17.0 percent) and lack of administrative or management support (17.0 percent). Other primary reasons that males left the teaching profession are a career change outside of education (13.7 percent), student behavior or academics (9.0 percent), and a career change within education (non-teaching position) (8.0 percent). It is very likely that both men and women moving to careers outside of education did so to increase their salaries even though they listed career change as the primary reason for leaving teaching.

Table 13. Primary Reasons for Leaving the Teaching Profession by Gender, 1996.

Primary Reasons	Females		Males	
	Number of Respondents	Percent of Total	Number of Respondents	Percent of Total
Pregnancy or Child Care	161	20.2	3	1.4
Lack of Admin./Management Support	87	10.9	37	17.0
Career Change Outside of Education	77	9.6	32	13.7
Salary Issues	47	5.9	36	17.0
Teaching Elsewhere	61	7.6	10	4.7
Personal or Family Responsibilities	62	7.8	8	3.8
Early Retirement	53	6.6	9	4.3
Student Behavior or Academics	35	4.4	19	9.0
Career Change Within Education	28	3.5	17	8.0
To Go Back to School	37	4.6	8	3.8
Health or Medical Problems	34	4.3	6	2.8
Disapproved of School/Subject Reassignment	23	2.9	4	1.9
Stressed Out/Burned Out	20	2.5	2	0.9
Did Not Obtain/Maintain Teaching License	16	2.0	3	1.4
Inadequately Prepared for Teaching/Unhappy With Teaching	13	1.6	3	1.4
Lack of Status and Respect	6	0.8	6	2.8
Non-instructional Duties	10	1.3	0	0.0
Inadequate Facilities, Materials or Equipment	7	0.9	2	0.9
Location of School	8	1.0	1	0.5
Other	14	1.8	6	2.8
Total	799	100.0	212	100.0

An examination of the primary reasons that teachers left the profession by racial group is provided in Table 14. The primary reasons that white teachers left the profession are pregnancy or child care (17.6 percent), lack of administrative or management support (11.6 percent), and a career change outside of education (9.2 percent). Among the nonwhite teachers in this survey, the primary reasons they left the profession are a career change outside of education (13.7 percent), lack of administrative or management support (12.8 percent), and salary issues (12.0 percent).

Among former teachers in this survey with 3 years or less of teaching experience, the primary reasons they left the profession are pregnancy or child care (15.2 percent) and lack of administrative or management support (14.9 percent). See Table 15. The primary reasons for former teachers with 4 to 6 years of teaching experience to stop teaching are pregnancy or child care (26.4 percent) and a career change outside of education (11.7 percent). Former teachers in this survey with 7 to 12 years of teaching experience reported that the primary reasons they left the profession are pregnancy or child care (25.6 percent) and a career change outside of education (12.3 percent). Among former teachers in this survey with 13 to 24 years of teaching experience, the primary reasons they left the profession are lack of administrative or management support (15.3 percent), early retirement (12.2 percent), and health or medical problems (10.1 percent). Former teachers in this survey with 25 or more years of teaching experience reported that the primary reasons they left the profession are early retirement (37.1 percent), lack of administrative or management support (11.2 percent), and student behavior or academics (10.1 percent).

Table 14. Primary Reasons for Leaving the Teaching Profession by Race, 1996.

Primary Reasons	Nonwhite		White	
	Number of Respondents	Percent of Total	Number of Respondents	Percent of Total
Pregnancy or Child Care	7	6.0	157	17.6
Lack of Admin./Management Support	15	12.8	109	11.6
Career Change Outside of Education	16	13.7	93	9.2
Salary Issues	14	12.0	69	7.7
Teaching Elsewhere	8	6.8	63	7.1
Personal or Family Responsibilities	5	4.3	65	7.3
Early Retirement	5	4.3	57	6.4
Student Behavior or Academics	3	2.6	51	5.6
Career Change Within Education	8	6.8	37	4.1
To Go Back to School	11	9.4	34	3.8
Health or Medical Problems	8	6.8	32	3.6
Disapproved of School/Subject	3	2.6	24	2.7
Stressed Out/Burned Out	1	0.9	21	2.4
Did Not Obtain/Maintain Teaching License	3	2.6	16	1.8
Inadequately Prepared for Teaching/Unhappy With Teaching	3	2.6	13	1.5
Lack of Status and Respect	1	0.9	11	1.2
Non-instructional Duties	0	0.0	10	1.1
Inadequate Facilities, Materials or Equipment	0	0.0	9	1.0
Location of School	1	0.9	8	0.9
Other	5	4.3	15	1.7
Total	117	100.0	894	100.0

Table 15. Primary Reasons for Leaving the Teaching Profession by Years of Teaching Experience, 1996.

Primary Reasons	Percent of Total in Each Group				
	3 Years or Less (N=309)	4 to 6 Years (N=197)	7 to 12 Years (N=227)	13 to 24 Years (N=189)	25 Years or More (N=89)
Pregnancy or Child Care	15.2	26.4	25.6	3.2	1.1
Lack of Admin./Mgmt Supp.	14.9	9.1	9.3	15.3	11.2
Career Change Outside of Ed.	12.3	11.7	12.3	9.0	3.4
Salary Issues	12.0	8.1	9.7	3.2	2.3
Teaching Elsewhere	5.5	7.6	7.5	9.0	5.6
Personal/Family Responsibilities	4.9	9.6	7.5	7.9	4.5
Early Retirement	0.0	0.0	2.6	12.2	37.1
Student Behavior or Academics	5.8	4.1	5.3	3.7	10.1
Career Change Within Education	3.6	3.1	3.5	8.5	4.5
To Go Back to School	8.7	4.6	2.2	2.1	0.0
Health or Medical Problems	0.7	4.1	1.8	10.1	7.9
Disapproved of School/Subject Reassignment	2.3	3.1	1.8	3.2	4.5
Stressed Out/Burned Out	1.6	1.0	1.8	4.8	2.3
Did Not Obtain/Maintain Teaching License	3.2	1.5	1.8	0.5	1.1
Inadequately Prepared for Teaching/Unhappy With Teaching	1.9	2.0	1.8	1.1	0.0
Lack of Status and Respect	1.0	1.0	1.3	2.1	0.0
Non-instructional Duties	1.0	0.5	0.0	2.1	2.3
Inadequate Facilities, Materials or Equipment	1.0	0.5	1.3	1.1	0.0
Location of School	1.6	0.5	0.9	0.5	0.0
Other	2.9	1.5	2.2	0.5	2.3
Total	100.0	100.0	100.0	100.0	100.0

Former teachers in this survey who were last teaching at the elementary grade level reported that the primary reason they left the profession is pregnancy or child care (22.3 percent). This primary reason is followed by personal or family problems (10.1 percent), lack of administrative or management support (10.1 percent), and a career change outside of education (10.1 percent). See Table 16. Among former teachers in this survey who were last teaching at the middle/secondary grade level, the primary reason they left the profession is lack of administrative or management support (14.4 percent). This primary reason is followed by a career change outside of education (11.7 percent), pregnancy or child care (10.6 percent), and salary issues (9.8 percent).

Teachers who last taught a combination of elementary and middle/secondary grades or subjects reported the primary reason they left the profession is pregnancy or child care (25.9 percent) . This primary reason is followed by salary issues (11.1 percent), teaching elsewhere (community college, 4-year college or university, trade school, private secondary school, home-based school, etc.) (11.1 percent), and lack of administrative or management support (9.3 percent).

Table 17 summarizes the top four primary reasons teachers left the profession by gender, race, years of teaching experience, and grade level. The top four primary reasons are ranked and ties are identified. As illustrated by earlier tables, pregnancy or child care is the most frequently identified reason for leaving the teaching profession by white females who last taught at the elementary grade level and had 12 years or less of teaching experience.

Table 16. Primary Reasons for Leaving the Teaching Profession by Grade Level Last Taught, 1996.

Primary Reasons	Percent of Total in Each Group		
	Elementary (N=417)	Middle/ Secondary (N=540)	Elementary/ Secondary Combination (N=54)
Pregnancy or Child Care	22.3	10.6	25.9
Lack of Admin./Management Support	9.8	14.4	9.3
Career Change Outside of Education	10.1	11.7	7.4
Salary Issues	5.8	9.8	11.1
Teaching Elsewhere	7.0	6.7	11.1
Personal or Family Responsibilities	10.1	4.8	3.7
Early Retirement	6.5	5.9	5.6
Student Behavior or Academics	3.1	7.6	0.0
Career Change Within Education	2.9	5.7	3.7
To Go Back to School	3.6	4.8	7.4
Health or Medical Problems	4.1	3.9	3.7
Disapproved of School/Subject Reassignment	2.9	2.4	3.7
Stressed Out/Burned Out	2.2	2.2	1.9
Did Not Obtain/Maintain Teaching License	2.6	1.3	1.9
Inadequately Prepared for Teaching/Unhappy With Teaching	1.7	1.7	0.0
Lack of Status and Respect	0.7	1.7	0.0
Non-instructional Duties	1.7	0.6	0.0
Inadequate Facilities, Materials or Equipment	1.0	0.9	0.0
Location of School	0.7	0.7	0.0
Other	1.4	2.6	0.0
Total	100.0	100.0	100.0

Table 17. Top Four Primary Reasons for Leaving the Teaching Profession by Gender, Race, Years of Teaching Experience, and Grade Level, 1996.

Primary Reasons	Rank of Top Four Primary Reasons by Respondent Category (T=Tie)											
	Gender		Race		Years of Teaching Experience					Grade Level		
	Female	Male	Non-white	White	3 Years or Less	4 to 6 Years	7 to 12 Years	13 to 24 Years	25 Years or More	Elem.	Middle/ Sec.	Elem./Sec. Combination
Pregnancy/Child Care	1			1	1	1	1			1	3	1
Lack of Administrative or Management Support	2	1	2	2	2	4	4	1	2	4	1	4
Career Change Outside of Education	3	3	1	3	3	2	2	3(T)		2(T)	2	
Salary Issues		2	3	4	4	3					4	2(T)
Teaching Elsewhere								3(T)				2(T)
Personal/Family Responsibilities	4						3			2(T)		
Early Retirement								2	1			
To Go Back to School			4									
Student Behavior/ Academics		4							3			
Health/Medical Problems									4			

C. Job-related Issues That Influence the Decision to Leave Teaching

A number of job-related issues have influenced the decision of former teachers who left the profession. While primary reasons were given earlier, teachers were asked to rate how a variety of issues did or did not affect their decision. When asked about each job-related issue, lack of administrative/management support (39.3 percent), salary (37.2 percent), poor student behavior (32.9 percent), and lack of status and respect (31.5 percent) were identified most often as having a lot of influence on their decision to leave the teaching profession. Other job-related issues identified as having a lot of influence on their decision to leave the teaching profession are lack of parent involvement or support (26.8 percent), non-instructional duties (22.3 percent), poor student academics (18.8 percent), un-reimbursed or out-of-pocket expenses (17.5 percent), and lack of site-based decision-making (16.8 percent). Other job-related issues that have influenced the decision of former teachers who left the profession are provided in Table 18.

Table 18. Influence of Job-related Issues on Leaving the Teaching Profession, 1996.

Job-related Issues	Percent of Total for Each Issue			Total (N=1,011)
	No Influence	Some Influence	A Lot of Influence	
Lack of Admin./Management Support	37.1	23.6	39.1	100.0
Salary Issues	34.4	28.4	37.2	100.0
Poor Student Behavior	33.7	33.3	32.9	100.0
Lack of Status and Respect	42.4	26.1	31.5	100.0
Lack of Parent Involvement or Support	42.5	30.7	26.8	100.0
Non-instructional Duties	50.2	27.5	22.3	100.0
Poor Student Academics	53.5	27.7	18.8	100.0
Un-reimbursed/Out-of-pocket Expenses	57.0	25.5	17.5	100.0
Lack of Site-based Decision-making	56.4	26.8	16.8	100.0
Lack of Support from School Staff	63.0	21.2	15.8	100.0
Inadequate Instructional Materials/Equip.	58.1	28.2	13.7	100.0
Inadequate Facilities	60.3	26.1	13.6	100.0

The top five job-related issues identified most often as having both some or a lot of influence on the decision by former teachers to leave the profession are poor student behavior (66.3 percent), salary (65.6 percent), lack of administrative or management support (62.9 percent), lack of status and respect (57.6 percent), and lack of parent involvement or support (57.5 percent). Other job-related issues frequently identified as having some or a lot of influence on their decision to leave the teaching profession are found in Table 19.

Table 19. Some or A Lot of Influence of Job-related Issues on Leaving the Teaching Profession, 1996.

Job-related Issues	Percent of Total for Each Issue		Total (N=1,011)
	No Influence	Some or A Lot of Influence	
Poor Student Behavior	33.7	66.3	100.0
Salary Issues	34.4	65.6	100.0
Lack of Admin./Management Support	37.1	62.9	100.0
Lack of Status and Respect	42.4	57.6	100.0
Lack of Parent Involvement or Support	42.5	57.5	100.0
Non-instructional Duties	50.2	49.8	100.0
Poor Student Academics	53.5	46.5	100.0
Lack of Site-based Decision-making	56.4	43.6	100.0
Un-reimbursed/Out-of-pocket Expenses	57.0	43.0	100.0
Inadequate Instructional Materials/Equip.	58.1	41.9	100.0
Inadequate Facilities	60.3	39.7	100.0
Lack of Support from School Staff	63.0	37.0	100.0

An analysis of job-related issues by gender is provided in Table 20. Among these former teachers, the job-related issues that females identified most often as having both some or a lot of influence on their decision to leave the teaching profession are poor student behavior (65.0 percent), salary issues (63.6 percent), and lack of administrative or management support (62.7 percent). The job-related issues that males identified most often as having some or a lot of influence on their decision to leave the teaching profession are salary issues (73.1 percent), poor student behavior (71.2 percent) and lack of administrative or management support (63.7 percent). A statistically significant difference exists between male and female teachers involving the issues of salary, lack of parent involvement or support, poor student academics, and un-reimbursed or out-of-pocket expenses.

Table 20. Some or A Lot of Influence of Job-related Issues on Leaving the Teaching Profession by Gender, 1996.

Job-related Issues	Percent of Total for Each Issue	
	Female (N=799)	Male (N=212)
Lack of Admin./Management Support	62.7	63.7
Salary Issues	63.6	73.1
Poor Student Behavior	65.0	71.2
Lack of Status and Respect	57.2	59.0
Lack of Parent Involvement or Support	55.9	63.2
Non-instructional Duties	50.9	45.3
Poor Student Academics	44.6	53.8
Un-reimbursed or Out-of-pocket Expenses	46.2	31.1
Lack of Site-based Decision-making	44.2	41.5
Lack of Support from School Staff	37.1	36.8
Inadequate Instructional Materials/Equip.	41.8	42.5
Inadequate Facilities	39.8	39.2

Job-related issues by last grade level taught are provided in Table 21. Among these former teachers, the job-related issues that former teachers who were last teaching at the elementary grade level identified most often as having both some or a lot of influence on their decision to leave the teaching profession are salary issues (63.6 percent), lack of administrative or management support (59.5 percent), and poor student behavior (59.0 percent). Former teachers who were last teaching at the middle/secondary grade level identified poor student behavior (74.3 percent) most often as having both some or a lot of influence on their decision to leave the teaching profession, followed by lack of administrative or management support (66.7 percent), and salary issues (66.5 percent). Former teachers who were last teaching a combination of elementary and middle/secondary grade level courses identified salary issues (72.2 percent) most often as having both some or a lot of influence on their decision to leave the teaching profession, followed by lack of administrative or management support (51.9 percent), and lack of status and respect (48.2 percent). A statistically significant difference exists between teachers who last taught at the elementary and middle/secondary grade levels with middle/secondary grade level teachers more influenced by lack of administrative or management support, poor student behavior, lack of status and respect, lack of parent involvement or support, and poor student academics, and elementary grade level teachers more influenced by the issue of un-reimbursed or out-of-pocket expenses.

A listing of the top four job-related issues with some or a lot of influence on leaving the teaching profession by gender, race, years of teaching experience, and grade level is provided in Table 22. The top four job-related issues are ranked and ties are identified. Poor student behavior, salary issues, and lack of administrative or management support rank the highest in nearly every respondent category.

Table 21. Some or A Lot of Influence of Job-related Issues on Leaving the Teaching Profession by Grade Level, 1996.

Job-related Issues	Percent of Total for Each Issue		
	Elementary (N=417)	Middle/ Secondary (N=540)	Elementary/ Secondary Combination (N=54)
Lack of Admin./Management Support	59.5	66.7	51.9
Salary Issues	63.6	66.5	72.2
Poor Student Behavior	59.0	74.3	42.6
Lack of Status and Respect	52.8	62.2	48.2
Lack of Parent Involvement or Support	49.4	65.4	40.7
Non-instructional Duties	50.1	50.4	40.7
Poor Student Academics	32.9	59.1	25.9
Un-reimbursed or Out-of-pocket Expenses	48.9	38.3	44.4
Lack of Site-based Decision-making	40.5	46.7	37.0
Lack of Support from School Staff	33.3	40.0	35.2
Inadequate Instructional Materials/Equip.	40.5	43.0	42.6
Inadequate Facilities	36.0	42.4	40.7

Table 22. Top Four Job-related Issues With Some or A Lot of Influence on Leaving the Teaching Profession by Gender, Race, Years of Teaching Experience, and Grade Level, 1996.

Job-related Issues	Rank of Top Four Job-related Issues With Some or A Lot of Influence by Respondent Category (T=Tie)											
	Gender		Race		Years of Teaching Experience					Grade Level		
	Female	Male	Non-white	White	3 Years or Less	4 to 6 Years	7 to 12 Years	13 to 24 Years	25 Years or More	Elem.	Middle/ Sec.	Elem./Sec. Combination
Poor Student Behavior	1	2	3(T)	1	1	2	2	2(T)	1	3	1	
Salary Issues	2	1	1	2	2	1	1	4	4	1	3	1
Lack of Administrative or Management Support	3	3	2	3	3	3	3	1	3	2	2	2
Lack of Status and Respect	4			4	4		4	2(T)		4		3
Lack of Parent Involvement and Support		4	3(T)			4			2		4	3
Un-reimbursed/Out-of-pocket Expenses												4

D. Factors That Might Encourage Teachers to Stay in the Teaching Profession

Teachers were asked to rate factors that might encourage them to stay in the teaching profession. Factors identified most often as being a strong incentive are higher pay (88.3 percent), smaller class size (84.5 percent), improved administrative support when dealing with students (72.3 percent), more time for lesson and class planning (71.6 percent), and less paperwork (70.2 percent). Other factors identified frequently as being a strong incentive for teachers to remain in the teaching profession are more parent involvement and support (59.9 percent), more clerical assistance (56.2 percent), improved administrative support when dealing with staff issues (56.1 percent), more classroom supplies and equipment (55.9 percent), safer schools (52.0 percent), and reduced non-instructional duties (50.0 percent). See Table 23.

The factors identified most often by former teachers as being both a strong or moderate incentive to remain in the teaching profession are higher pay (98.9 percent), smaller class size (97.0 percent), more time for lesson and class planning (94.6 percent), less paperwork (94.1 percent), and improved administrative support when dealing with students (93.5 percent). Other factors identified frequently as being a strong or moderate incentive for teachers to remain in the teaching profession are more parent involvement and support (93.3 percent), more classroom supplies and equipment (91.5 percent), improved benefits (91.0 percent), reduced non-instructional duties (89.6 percent), and improved administrative support when dealing with staff issues (89.3 percent). Other factors identified as being a strong or moderate incentive for teachers to remain in the teaching profession are found in Table 24.

The single factor that would most likely encourage these former teachers to return to the profession is higher pay (30.4 percent). The next largest group of former teachers reported that nothing would likely encourage them to return to the teaching profession (16.0 percent). Other factors identified that would most likely encourage these former teachers to return to the profession are improved administrative support when dealing with students (12.9 percent) and improved administrative support when dealing with staff issues (9.1 percent). Other factors are provided in Table 25.

Table 23. Factors That Might Encourage Teachers to Stay in the Teaching Profession, 1996.

Job-related Factors	Percent of Total for Each Issue			Total (N=1,011)
	Strong Incentive	Moderate Incentive	No Incentive	
Higher Pay	88.3	10.6	1.1	100.0
Smaller Class Size	84.5	12.6	3.0	100.0
Improved Administrative Support When Dealing with Students	72.3	21.2	6.5	100.0
More Time for Lesson/Class Planning	71.6	22.9	5.4	100.0
Less Paperwork	70.2	23.8	5.9	100.0
More Parent Involvement and Support	59.9	33.3	6.7	100.0
More Clerical Assistance	56.2	31.1	12.8	100.0
Improved Administrative Support When Dealing with Staff Issues	56.1	33.2	10.7	100.0
More Classroom Supplies and Equipment	55.9	35.6	8.5	100.0
Safer Schools	52.0	36.2	11.8	100.0
Reduced Non-instructional Duties	50.0	39.7	10.4	100.0
More Flexible Work Schedule	48.7	33.4	17.9	100.0
Provide Employee Child Care	48.6	34.4	17.0	100.0
More Site-based Decision-making	48.3	40.7	11.0	100.0
Provide Mentor or Support Team	46.9	38.4	14.7	100.0
More Technology Training	45.1	38.7	16.2	100.0
Support for Team Teaching	44.2	41.5	14.2	100.0
Fewer Classes	44.0	36.5	19.5	100.0
Improved Benefits	43.7	47.3	9.0	100.0
Increased Staff Development and Advancement Opportunities	40.5	41.9	17.6	100.0
More Training in Classroom Management	38.8	43.6	17.6	100.0

Table 24. Factors With a Strong or Moderate Incentive for Teachers to Stay in the Teaching Profession, 1996.

Job-related Factors	Percent of Total for Each Issue		Total (N=1,011)
	Strong or Moderate Incentive	No Incentive	
Higher Pay	98.9	1.1	100.0
Smaller Class Size	97.0	3.0	100.0
Improved Administrative Support When Dealing with Students	93.5	6.5	100.0
More Time for Lesson/Class Planning	94.6	5.4	100.0
Less Paperwork	94.1	5.9	100.0
More Parent Involvement and Support	93.3	6.7	100.0
More Clerical Assistance	87.2	12.8	100.0
Improved Administrative Support When Dealing with Staff Issues	89.3	10.7	100.0
More Classroom Supplies and Equipment	91.5	8.5	100.0
Safer Schools	88.2	11.8	100.0
Reduced Non-instructional Duties	89.6	10.4	100.0
More Flexible Work Schedule	82.1	17.9	100.0
Provide Employee Child Care	83.0	17.0	100.0
More Site-based Decision-making	89.0	11.0	100.0
Provide Mentor or Support Team	85.3	14.7	100.0
More Technology Training	83.8	16.2	100.0
Support for Team Teaching	85.8	14.2	100.0
Improved Benefits	91.0	9.0	100.0
Increased Staff Development and Advancement Opportunities	82.4	17.6	100.0
More Training in Classroom Management	82.4	17.6	100.0

Table 25. Single Factor That Would Most Likely Encourage Teachers to Stay in the Teaching Profession, 1996.

Job-related Factors	Number of Respondents	Percent of Total
Higher Pay, Merit Pay, Improved Benefits, Advancement/Promotion Opportunities	320	31.7
Nothing	162	16.0
Improved Administrative Support When Dealing with Students	131	13.0
Improved Administrative Support When Dealing with Staff Issues	112	11.1
Smaller Class Size/Fewer Classes	55	5.4
Provide Employee Child Care	44	4.4
More Flexible Work Schedule	28	2.8
More Parent Involvement and Support	25	2.5
Less Paperwork/More Time for Lesson and Class Planning	24	2.4
Reduced Non-instructional Duties, Fewer Meetings	18	1.8
Safer Schools	15	1.5
More Site-based Decision-making	20	2.0
Improved Student Discipline	12	1.2
Provide Mentor or Team Support	9	0.9
Increased Staff Development Opportunities	8	0.8
More Classroom Supplies and Equipment	7	0.7
Other	21	2.1
Total Survey Respondents	1,011	100.0

Each survey respondent was asked to identify the primary reason they chose the teaching profession initially. The primary reason identified was that they enjoyed working with children (48.5 percent). Other frequently identified reasons are a desire to share knowledge in the classroom (15.0 percent), the belief that teaching is an honorable and respectable profession (5.0 percent), the belief that teaching would provide a good career opportunity (4.7 percent), parents or relatives worked in the education field (4.3 percent), and a desire to be like one or more former teachers (4.1 percent). Other primary reasons these former teachers chose the profession initially are provided in Table 26.

Table 26. Primary Reason Teachers Chose the Profession, 1996.

Primary Reasons	Number of Respondents	Percent of Total
Enjoy Working with Children	490	48.5
Desire to Share Knowledge in the Classroom	152	15.0
Belief that Teaching is an Honorable and Respectable Profession	51	5.0
Belief that Teaching Would Provide a Good Career Opportunity	48	4.7
Parents or Relatives Worked in the Education Field	43	4.3
Desire to be Like One or More Former Teachers	41	4.1
Desire to Improve Our Local Educational System	38	3.8
Like Helping Other	32	3.2
For the Love of the Profession	26	2.6
Job Security	15	1.5
Desire to Have Summers Off	13	1.3
Enjoyed Teaching Their Particular Subject	10	1.0
Only Option or Few Other Opportunities	8	7.9
Friends Worked of Planned to Work in Education Field	7	0.7
God's Plan	7	0.7
Pay and Benefits	6	0.6
Received a Scholarship	5	0.5
Desire to Become a Coach	5	0.5
Other	14	1.4
Total Survey Respondents	1,011	100.0

Nearly 60 percent of these former teachers reported they intend to teach in the future (57.7 percent). Of these former teachers intending to teach in the future, most expect to return to teaching in 2 to five years (26.7 percent), followed by this year (23.8 percent), more than five years from now (16.7 percent), and next year (10.2 percent). Approximately 23 percent of these former teachers did not know when they would be returning to the teaching profession. See Table 27.

Table 27. Intentions to Teach in the Future, 1996.

Intend to Teach in the Future	Number of Respondents	Percent of Total
This Year	138	23.8
Next Year	59	10.1
2 to 5 Years From Now	155	26.7
More Than 5 Years From Now	97	16.7
Don't Know When	132	22.7
Total Survey Respondents	581	100.0

III. SUMMARY

Major findings from a survey of former public school teachers are described in this report. Telephone interviews were conducted by trained interviewers with 1,011 randomly selected, former teachers who left North Carolina local, public school systems during 1995-96. The completed interview comprise a statistically valid sample with a margin of error of ±3 percent.

Respondent Characteristics

- Approximately 65 percent of the former teachers last taught in the coastal region of North Carolina with the remainder last teaching in the piedmont and mountain regions (26.5 percent and 8.2 percent, respectively). Almost two-thirds of the former teachers last taught in urban areas and over 40 percent last worked in four school systems (Charlotte/Mecklenburg, Durham, Guilford, and Wake).

- Approximately 80 percent of the former teachers in this survey are female and nearly 90 percent are white. This finding is not surprising given the traditional demographics of the education workforce. Over half of the former teachers last taught at the middle/secondary grade levels. Approximately 40 percent last taught at the elementary grade levels and 5.3 percent last taught at the elementary/secondary grade levels combined or could not be classified in the two major grade level categories. The former teachers were largely certified in the area in which they were teaching (90 percent) and nearly 85 percent of those not certified in the area in which they were teaching received their teaching assignments as a result of lateral entry.

- Nearly a third of these former teachers had 3 years or less of teaching experience and approximately half of these former teachers had 6 years or less of teaching experience. Approximately half of these former teachers received undergraduate teaching degrees from constituent institutions of the University of North Carolina and over a third received undergraduate teaching degrees from institutions in other states or countries. Nearly 80

percent felt they were adequately prepared for teaching and over 60 percent had the support of a mentor or peer teacher.

- A little more than half of these former teachers are currently employed with nearly half of them earning more money than when they were teaching. Nearly a third of the employed, former teachers have returned to the teaching profession, or work as librarians and counselors. A third work in administrative support and sales occupations. Nearly two-thirds of the employed, former teachers work in the services industry, including personal, business, health and social services, hotels, and automotive and miscellaneous repair. Another 12 percent work in the wholesale trade industry, including general merchandise, food, eating and drinking establishments, and durable and nondurable goods.

Reasons for Leaving

- Former teachers in this survey left the profession primarily for pregnancy or child care reasons, followed by lack of administrative or management support, a career change outside of education, and salary issues. Former teachers chose pregnancy or child care significantly more often than any other reason. Teachers from all regions of the state and both in rural and urban areas picked the same top three reasons overall. Among the primary job-related reasons that teachers left the profession, lack of administrative or management support, salary issues, and a teaching job elsewhere (postsecondary or trade school, private secondary school, or home-based school, etc.), and student behavior or academics were the frequently cited reasons.

- Females left the profession primarily for pregnancy or child care reasons while males more often identified lack of administrative or management support and salary issues. Females leaving the workforce temporarily or permanently during their childbearing years is not unusual.

- The large number of whites among these survey respondents generally drive the overall results and so the primary reasons that white teachers left the profession does not differ among the top reasons identified overall. Nonwhite teachers identified a career change outside of education, lack of administrative or management support, and salary issues as the primary reasons that they left the profession.

- Former teachers in this survey with 3 years or less of teaching experience reported the primary reasons that they left the profession were pregnancy or child care reasons and lack of administrative or management support. Former teachers with 4 to 12 years of teaching experience reported the main reasons that they left the profession were pregnancy or child care reasons and a career change outside of education. Former teachers with 13 to 24 years of teaching experience reported the primary reasons that they left the profession were lack of administrative or management support, early retirement, and health or medical problems. The primary reasons that former teachers with 25 or more years of teaching experience left the profession were early retirement, lack of administrative or management support, and student behavior or academics.

- The most frequently reported reason that former teachers who were last teaching at the elementary grade level and left the profession is pregnancy or child care. Former teachers who were last teaching at the middle/secondary grade level reported that the primary reason they left the profession is lack of administrative or management support. The primary reason that former teachers who were last teaching at the elementary/secondary grade levels combined and left the profession is pregnancy or child care.

Job-related Issues

- Job-related issues that have influenced the decision of former teachers who left the profession range from salary issues to lack of support to poor student behavior and academics. The job-related issues that were most influential were poor student behavior, salary issues, and lack of administrative or management support. Males and females who

left the teaching profession were influenced most often by the same job-related issues, although statistically significant differences between males and females do exist for some of these issues. Former teachers who were last teaching at the elementary grade level were most often influenced by salary issues and former teachers at the middle/secondary grade level were most often influenced by poor student behavior.

Factors to Stay

- Among the factors identified as being a strong or moderate incentive for teachers to remain in the teaching profession, higher pay and smaller class size were identified most often. The single factor that would most likely encourage teachers to stay in the profession involves higher pay, merit pay, and improved benefits. Nearly half of these former teachers chose the profession initially because they enjoy working with children. Over half of all former teachers intend to teach in the future. A fourth plan to return to teaching in 2 to 5 years and another fourth plan to return this year. Nearly a fourth did not know when they would be returning to the teaching profession. Over a third do not plan to return at all.

Issues for Further Investigation

Further study is necessary in order to develop workable plans that will positively impact teacher attrition. Several job-related issues must be studied that look at differences between richer and poorer school systems, including salary issues. The reported lack of administrative or management support also deserves further examination. As well, the negative influence of student behavior, lack of status and respect, and lack of parent involvement or support are very influential in the decision to leave the teaching profession. A better understanding of the dynamics of these factors in relation to differences between urban and rural areas of the state, and model versus traditional schools or school systems is needed.

APPENDICES

APPENDIX A. RESEARCH METHODOLOGY

RESEARCH METHODOLOGY

Major task areas of this project were to: 1) help develop telephone survey questions; 2) conduct telephone survey of teachers who left the teaching profession; and 3) analyze and report survey results.

1. CUACS developed a draft questionnaire based on discussions and parameters by DPI. The survey questionnaire was reviewed by DPI to assure that all issues and concerns were captured, in addition to demographic information necessary to determine which teachers are leaving the profession. The final survey questionnaire form was pretested with several former teachers not chosen for inclusion in this survey to assure that the questions were straightforward and understandable, that the questions flowed smoothly, and that the length of the questionnaire was not an impediment to respondent participation and interview completion. The survey was designed not to exceed 15 minutes in length.

2. CUACS conducted a random sample telephone survey of teachers who left the teaching profession. DPI provided names and the last telephone numbers of teachers who left the profession during the 1995-96 school year (universe = 6,026). The names and last telephone numbers of former teachers were given to DPI by local school systems. Eight (8) local school systems did not report this information to DPI in time for inclusion in this study. A total of 6,026 names were provided. Among the names provided, some school systems included retirees and some did not. In addition, the names from some school systems were identified as being retired, etc., and were therefore determined ineligible for this study and eliminated from the universe for sampling purposes. Most of the names did not include information on the reason for their leaving the profession. These reasons were determined during the survey. Of the 6,026 names provided, 3,807 were used to complete 1,011 interviews. Of the 3,807 names used, 1,197 were determined to be ineligible for this study after contact.

   It is recommended that in the future, DPI should attempt to identify and eliminate from the lists of names all retirees and others who would be ineligible for a survey of former teachers. A uniform data collection form and procedures might be used for the process of identifying former teachers and excluding ineligible teachers. Local school systems should also be provided with consistent rules for recordkeeping in relation to former teachers.

   CUACS used a systematic sampling procedure. The 6,026 names were numbered. Following the random selection of a starting point (k) for the first group of names, every (i) name was chosen (ex. if k=2 and i=3, then select 2, 5, 8, 11, etc.). A large proportion of the initial sample were declared ineligible respondents because of retirement with full benefits, contract non-renewals, still teaching, disability retirement, etc. Replacements for ineligible respondents were selected to increase the sample using a wraparound systematic sampling technique until approximately 1,000 surveys were completed. A small risk

exists (probability of Type 1 Error=.05) that the actual difference in the population proportion (P) and the sample proportion (p) is more than ±3% with a sample size of 1,011.

CUACS attempted to contact potential survey respondents a minimum of six times, provided the corresponding telephone number or other contact information remained valid. Additional attempts to contact potential survey respondents was made when practical and when the interviewing time schedule permitted. Attempts were made at various times of the day and evening, and during the week and on weekends. If the time of the initial contact was not acceptable for survey participants, interviewers had the option of scheduling a more convenient time for the interview. Attempts were made to contact former teachers who have relocated, as long as adequate contact information was available from either family members and friends who remained behind or from the telephone company. Letters were mailed to potential respondents from DPI during the early stages of the project to make them aware of the survey being done and who was doing it.

3. CUACS performed analysis of the survey data using SAS procedures.

APPENDIX B. SAMPLE DISPOSITION

SAMPLE DISPOSITION

Universe = 6,026
Total Sample = 3,807
Total Ineligible = 1,197
Total Eligible Sample = 2,610

Total Eligible Sample		
Sample Category	Total Number	Percent of Total
Completed Interview	1,011	38.7
Can't Locate	439	16.8
Deceased	8	0.3
Deaf/Language	2	0.1
No Listing	182	7.0
Out of Service	501	19.2
Refused	49	1.9
Wrong Number	418	16.0
Total Eligible Sample	2,610	100.0

Respondent Ineligible		
Sample Category	Total Number	Percent of Total
Retirement with Full Benefits	430	36.0
Contract Not Renewed, Dismissed, RIF, Did Not Get Tenure, Fired	77	6.4
Disability Retirement	24	2.0
Relocating In-state, Still Teaching	393	32.8
Relocating Out-of-state, Still Teaching	117	9.8
Still Teaching (Same School and System)	156	13.0
Total Sample	1,197	100.0

APPENDIX C. NORTH CAROLINA TEACHER ATTRITION SURVEY, 1996

NORTH CAROLINA TEACHER ATTRITION SURVEY 1996

DO NOT WRITE IN THIS SPACE

ID Number (1-4)

Card 1 (5)

START TIME : END TIME :

CONTACT STATUS

	1	2	3	4	5	6	7	8	9	10	11	12
TIME												
DATE												
STATUS												

BC							
TO	AM	ANSWERING MACHINE	DD	DECEASED	PC	PARTIALLY COMPLETED
AD	BG	BUSINESS / GOVERNMENT	DL	DEAF / LANGUAGE	RI	RESPONDENT INELIGIBLE
TE	BS	BUSY SIGNAL	IN	INSTITUTIONALIZED	RF	REFUSED
US	CB	CALL BACK	NA	NO ANSWER	TI	TERMINATED INTERVIEW
S	CI	COMPLETED INTERVIEW	NL	NO LISTING	WN	WRONG NUMBER
	CL	CAN'T LOCATE	OS	OUT OF SERVICE		

I N T R O D U C T I O N

Hello, my name is _____. I am calling from N. C. State University in Raleigh.

May I please speak with: [NAME OF INDIVIDUAL LISTED ABOVE] ?

[IF NAME OF INDIVIDUAL LISTED ABOVE IS UNKNOWN]
Have I reached [VERIFY TELEPHONE NUMBER]?

We are conducting a survey of North Carolina teachers who recently left their teaching positions. Our study will provide the N. C. State Board of Education with information about turnover in the teaching profession. You may have received a letter recently telling you about our brief telephone survey. All information provided will be completely confidential. The first questions I have are about your experiences as a teacher.

1.	Did you leave teaching to retire with full benefits or for some other reason?	Retirement with full benefits .... [CODE RI - END INTERVIEW] ... 0 Other reason..... 1

(6)

[IF END INTERVIEW] That's all (the only questions) I have for you. Thank you for your time. Good bye.

2. What is the primary reason you left teaching? [PROMPT: *What caused you to make this change?*] [CIRCLE ONE RESPONSE ONLY.] (7-8)

ADMINISTRATIVE	Contract not renewed, dismissed, RIF, did not get tenure, fired [CODE STATUS "RI" - END INTERVIEW]	01
	Disability Retirement [CODE STATUS "RI" - END INTERVIEW]	02
	Early retirement	03
STILL TEACHING	Relocating in-state, but still teaching [GO TO Q3]	04
	Relocating out-of-state, but still teaching [GO TO Q3]	05
	Teaching elsewhere (community college, 4-year college or university, trade school, private secondary school, home-based school, etc.)	06
CAREER CHANGE	Career change within education (non-teaching position)	07
	Career change outside of education	08
PREGNANCY/HEALTH	Pregnancy/child care	09
	Health/medical problems	10
	Personal or family responsibilities	11
EDUCATION	To go back to school	12
CERTIFICATION	Did not obtain or maintain a teaching license	13
JOB ISSUES	Disapproved of school/subject reassignment	14
	Salary	15
	Benefits (leave, etc.)	16
	Student behavior/academics	17
	Inadequate facilities, materials or equipment	18
	Inadequately prepared for teaching/didn't like teaching	19
	Lack of parental support	20
	Safety	21
	Non instructional duties	22
	Un-reimbursed/out-of-pocket expenses	23
	Lack of administrative/management support	24
	Lack of peer support	25
	Lack of site-based decision making	26
	Lack of status and respect	27
	Other (SPECIFY) _____ ED. CODE:	___ ___

3. [ASK ONLY IF STILL TEACHING] What is the primary reason you relocated? [RECORD PRIMARY REASON BELOW, CODE STATUS "RI", AND END INTERVIEW.] (9-10)

_____ ED. CODE: ___ ___

STILL TEACHING - CODE STATUS "RI" - END INTERVIEW

NOTES:

4. At what grade level were you most recently teaching? [CIRCLE ALL THAT APPLY]

Kindergarten	1	(11)
First	1	(12)
Second	1	(13)
Third	1	(14)
Fourth	1	(15)
Fifth	1	(16)
Sixth	1	(17)
Seventh	1	(18)
Eighth	1	(19)
Ninth	1	(20)
Tenth	1	(21)
Eleventh	1	(22)
Twelfth	1	(23)
Special Education - Elementary	1	(24)
Special Education - Middle School	1	(25)
Special Education - High School	1	(26)
Vocational Education	1	(27)
Media Specialist	1	(28)
Counselor	1	(29)
Special subjects [I.E. - DANCE, DRAMA, MUSIC, PHYSICAL EDUCATION, ETC.]	1	(30)
Other (SPECIFY) _____ ED. CODE: ___ ___		(31-32)

5. Are you certified in the area in which you were teaching?

No [GO TO Q6]	0	(33)
Yes [GO TO Q7]	1	

6. [IF Q5 NO] Were you a lateral entry?

No	0	(34)
Yes	1	

7. How many years of teaching experience do you have? [RECORD YEARS OF EXPERIENCE] ___ ___ (35-36)

8. RECORD RESPONDENT'S GENDER.

Female	1	(37)
Male	2	

9. What is your race?

American Indian / Native American	01	(38-39)
Asian	02	
African American / Black	03	
Hispanic	04	
White	05	
Other (SPECIFY) _____ ED. CODE: ___ ___		

10. In what school system did you last teach? [RECORD SYSTEM] _____ .... ED. CODE: ___ ___ ___ (40-42)

11. Where did you receive your undergraduate teacher training?	In North Carolina at: _____ [RECORD INSTITUTION] In another state: _____ [RECORD STATE] ED. CODE:	___ ___	(43-44)

12. Now I'm going to read a list of job related issues. For each issue, please tell me if it influenced your decision to leave teaching. How about [ITEM], did it have a lot of influence, some influence or no influence on your decision to leave teaching? [READ EACH ITEM AND CIRCLE ONE RESPONSE EACH.]

		A LOT OF INFLUENCE	SOME INFLUENCE	NO INFLUENCE	
A.	Safety	2	1	0	(45)
B.	Poor student behavior	2	1	0	(46)
C.	Poor student academics	2	1	0	(47)
D.	Inadequate facilities	2	1	0	(48)
E.	Inadequate instructional materials or equipment	2	1	0	(49)
F.	Inadequate undergraduate educational programs	2	1	0	(50)
G.	Inadequate school system orientation	2	1	0	(51)
H.	Salary	2	1	0	(52)
I.	Benefits (leave, etc.)	2	1	0	(53)
J.	Non-instructional duties	2	1	0	(54)
K.	Un-reimbursed/out-of-pocket expenses	2	1	0	(55)
L.	Lack of administrative/management support	2	1	0	(56)
M.	Lack of support from school staff	2	1	0	(57)
N.	Lack of parental involvement/support	2	1	0	(58)
O.	Lack of site-based decision making	2	1	0	(59)
P.	Lack of status and respect	2	1	0	(60)
Q.	Did any other issue influence your decision to leave? (SPECIFY) _____ ED. CODE: ___ ___	2	1	0	(61-63)

NOTES:

Blank Columns (64-80)
Duplicate ID Number (1-4)
Card 2 (5)

13. Next, I'll read a list of factors that might encourage teachers to stay in the teaching profession. For each factor please tell me whether the factor would be a strong incentive, moderate incentive or no incentive for teachers to remain in the teaching profession. What about [ITEM]? Would that be a strong, moderate, or no incentive for teachers to remain in teaching? [READ EACH ITEM AND CIRCLE ONE RESPONSE EACH.]

		STRONG INCENTIVE	MODERATE INCENTIVE	NO INCENTIVE	
01.	Improved benefits	2	1	0	(6)
02.	Higher pay	2	1	0	(7)
03.	Merit pay based on performance	2	1	0	(8)
04.	11 or 12-month employment opportunities	2	1	0	(9)
05.	Provide employee child care	2	1	0	(10)
06.	Safer schools	2	1	0	(11)
07.	Smaller class size	2	1	0	(12)
08.	Fewer classes	2	1	0	(13)
09.	More clerical assistance	2	1	0	(14)
10.	Less paperwork	2	1	0	(15)
11.	More time for lesson and class planning	2	1	0	(16)
12.	Reduced non-instructional duties	2	1	0	(17)
13.	Improved teacher orientation	2	1	0	(18)
14.	Improved administrative support when dealing with students	2	1	0	(19)
15.	Improved administrative support when dealing with staff issues	2	1	0	(20)
16.	Provide Mentor or Support Team	2	1	0	(21)
17.	More parent involvement and support	2	1	0	(22)
18.	More training opportunities	2	1	0	(23)
19.	More training in classroom management	2	1	0	(24)
20.	Improve college training for teachers	2	1	0	(25)
21.	More technology training	2	1	0	(26)
22.	Increased staff development and advancement opportunities	2	1	0	(27)
23.	More flexible work schedule	2	1	0	(28)
24.	Support for team teaching	2	1	0	(29)
25.	More site-based decision making	2	1	0	(30)
26.	More classroom supplies and equipment	2	1	0	(31)

27. Are there any other factors you feel would encourage teachers to stay in the profession?

[SPECIFY] _____ .....ED. CODE: ___ ___ (32-33)

[SPECIFY] _____ .....ED. CODE: ___ ___ (34-35)

14. What single factor would most likely encourage you to return to the teaching profession? [RECORD SINGLE FACTOR FROM LIST IN Q12 IN SPACE PROVIDED BELOW.]

_____ ..... ED. CODE: ___ ___ (36-37)

15. What is the primary reason you chose the teaching profession initially? [CIRCLE ONE RESPONSE ONLY.] (38-39)

- Parents or relatives worked in the education field 01
- Friends worked or planned to work in the education field 02
- Enjoy working with children 03
- Belief that teaching would provide a good career opportunity 04
- Desire to share knowledge in the classroom 05
- Desire to be like one or more former teachers 06
- Pay and benefits 07
- Job security 08
- Desire to improve our local educational system 09
- Desire to have summer months off 10
- Belief that teaching is an honorable and respectable profession 11

Other [SPECIFY] _____ .... ED. CODE: ___ ___

16. Do you intend to teach in the future? (40)

- No.... [GO TO Q18] 0
- Yes... [GO TO Q17] 1

17. [IF Q16 YES] How soon? (41)

- This year 1
- Next year 2
- 2 - 5 years from now 3
- More than 5 years from now 4
- Don't know 8

18. Are you currently employed? (42)

- No.... [GO TO Q21] 0
- Yes... [GO TO Q19] 1

19. [IF Q17 YES] Are you now earning more, the same, or less than when you were in teaching? (43)

- More 1
- The same 2
- Less 3

20. [IF Q17 YES] What kind of work do you do now? [WHAT KIND OF WORK DOES THE RESPONDENT DO *AND* WHAT DOES THE COMPANY MAKE, DO OR SELL?]

_____ .....ED. CODE: ___ ___ (SOC) (44-45)

_____ .....ED. CODE: ___ ___ (SIC) (46-47)

21. Were you a teaching fellow? (48)

- No 0
- Yes 1

22. Do you feel you were adequately prepared for teaching? (49)

- No 0
- Yes 1

23. In your job did you have the support of a mentor or a peer teacher? (50)

- No 0
- Yes 1

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That concludes our survey. Thank you very much for your time. Do you have any questions or comments?